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Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
1.1: Implement PARC recommendations for continuous improvement accreditation system.	1.1.1: EPSB Board approves CAEP standards to be incorporated into state accreditation.	12/30/15	• Division of Educator Preparation/Kim Walters-Parker • Information Systems/Scott Smith • NTEP Grant • PARC Committee	6/23/14: The board has reviewed the current progress that CAEP has made towards the standards and awaiting final CAEP advanced program standards and decisions on program review options. 12/8/14: CAEP has released standards for advanced programs. EPSB staff have consulted with CAEP leadership concerning certain provisions that are problematic within Kentucky's regulatory framework. CAEP staff are reviewing the concerns. 12/8/14: EPSB staff are monitoring and participating in CAEP's efforts to revise and develop implementation processes and will attend the CAEP Spring Conference in April. 2/9/15: Staff have prepared a staff note requesting adoption of the CAEP standards for first reading at the first board meeting following the release of the CAEP Accreditation Handbook, scheduled for early. Staff have also outlined a proposed process for adoption of the CAEP standards and development of a CAEP Partnership agreement. Staff plan to present that plan to the board at the 2.9.15 board meeting. 4/13/15: A revised CAEP Accreditation Manual reflecting revisions made by the CAEP board on February 13, 2015, was posted in February. The revisions focused on Standard

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				3, Candidate Quality, Recruitment, and Selectivity. The revisions bring the CAEP Standards into closer alignment with Kentucky's current regulations regarding admission to initial teacher education programs. 8/10/15: Standards were adopted at the June 8, 2015 Board meeting.
	1.1.2: Develop online continuous improvement accreditation system.	Recommendations for Phase 1 complete: 4/30/15 System complete: 12/30/15		6/23/14: The elementary program review template has been field tested and the general program review template is being field tested. 10/13/14: PARC presentation at the 10/13/14 EPSB board meeting. 12/8/14: IT and DEP staff are collaborating to develop specifications for the online system to reflect state regulations, appropriate standards, PARC input, and feedback from UK's pilot use of a model template. 12/8/14: EPSB IT and DEP staff and an EPP representative met with CAEP staff in November to discuss feasibility of working collaboratively as Kentucky's system is developed and CAEP's Accreditation Information Management System (AIMS) is redesigned. 2/9/15: DEP and EPSB IT staff, particularly project manager Rich Miller, continue to collaborate with PARC to revise the program review template that will be the

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				foundation for the review system. Continued focus on assessments as a key feature of the system reflects CAEP's emphasis on the reliability and validity of high quality assessments. Progress is being reported to KACTE via bi-monthly meetings following EPSB meetings. EPSB DEP & IT staff conducted a conference call with senior staff at CAEP to update them on PARC's work and seek clarification regarding integration of Kentucky's online continuous improvement accreditation system with CAEP's planned online system (AIMS) enhancements. CAEP staff offered full collaboration and agreed to share resources (e.g., broader access to CAEP IT resources, samples of data files, etc.) as part of that collaboration with Kentucky. 4/13/15: Collaboration among PARC, Ed Prep, and IT is ongoing and consistent. The continuous improvement model relies on linking EPP program information and data to the CAEP standards and on reflecting CAEP's accreditation processes. Clear accreditation standards and processes are essential for us to develop a system that not only reflects Kentucky's statutory and regulatory requirements but also supports EPPs by ensuring work is neither duplicated nor routinely in need of revision for different audiences and purposes. PARC Focus groups for Assessment and Program Review

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				have been formed to allow members to dedicate their work to areas of their greatest interest and expertise and to accelerate the pace of work without losing expert input and feedback.
				PARC has finalized a draft version of the program review template, which is foundational to the overall system; the template is now ready for review and trial use by a larger audience. Rich Miller will be collaborating with PARC, Ed Prep, and IT staff to develop a set of potential end user screens and navigation systems for PARC to review; that work will use the PARC-designed template to drive the data gathering process. The data gathered via this process will be key to the overall goal of supporting continuous improvement in a transparent, non-duplicative system.
				6/8/15: Mr. Miller is meeting with PARC's Accreditation, Assessment, and Program Review focus groups online weekly.
				Recommendations for changes to protocols, terminology, and processes are being refined. Plan to finalize content recommendations for review by July. Notes are being made available at http://www.kyepsb.net/documents/parc/
				8/10/15: The PARC Program Review focus group has completed their work on the various templates and

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				process steps. The PARC Assessment focus group has provided key assessments for up to eight categories for the common program types, the full PARC committee will review these and the assessments for the other professional categories as they are developed. The PARC Accreditation focus group has completed their work on the process steps for full program review leading to CAEP accreditation. This group has also provided suggestions for the Kentucky - CAEP agreement which needs to be developed and approved by the EPSB board.
				The full PARC Committee will continue to meet to validate the ongoing work on assessments, rubric development, CAEP alignment and process simplification.
				The next phase of development for the Program Review and Accreditation system will be a detailed data scheme and definition of modules along with draft screens for the user interaction. We will continue to review these deliverables with PARC for review and validation.
				12/14/15: Work continues with PARC to develop the progressive rubric to provide a consistent process for evaluating all programs.
				02/19/16: All EPPs have been engaged to validate the new program review templates. Each EPP has been assigned one or more specific program types to be submitted for

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				feedback purposes only. Final template changes will be completed in March 2016 and all program reviews will begin to use these templates and associated processes. These processes include expanding the role of the "Continuous Assessment Review Committee" to include an evaluation of every EPP's Quality Assurance Systems and their program assessment plans. The new committee will become the "Quality Assurance Review Committee" or QuARC. The templates and processes will be completed using standard WORD and EXCEL formats until the web-based system can be developed. 4/11/16: We are starting to use the Program Review templates for those EPP's who are reaching their accreditation visits in the next two years. A basic application design is in process, and both data domains and screens have started.
	1.1.3: Develop the proportional accountability model.	07/1/16		6/23/14: Currently in collaboration with KDE, KCEWS and The Martin School to determine the availability of data needed. 10/13/14: Presentations made to education cooperatives, KATE, KACTE, IHE's, and Education Consortium with feedback sought. 12/8/14: Dr. Manish Sharma and Dr. Walters-Parker presented the proportional accountability model and

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				collaboration between EPSB and EPPs at the inaugural CAEP Data Initiative Advisory Panel meeting held in November. Feedback from the expert participants endorsed the model's potential as an innovative way to apportion accountability. 2/9/15: Terry Hibpshman had developed custom charting and reporting tools to generate EPP-level data for some of the proposed accountability metrics. These tools will create the charts essential for the implementation of proportional accountability as a continuous improvement system. A draft handbook for the accountability system has been prepared and will be submitted to the board for review. This draft aligns examples of available metrics with the necessary data, CAEP standards, federal requirements, and EPSB goals, and is offered as a starting point for developing implementation policies. Following review by the board, additional revisions will be made before the draft is shared with EPPs for feedback. Dr. Walters-Parker presented the proportional accountability model and sought feedback from attendees at the National Association of State Directors of Teacher Education and Certification (NASDTEC) Winter Symposium. Attendees included NASDTEC members, representatives of other national organizations, and other

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				stakeholders.
				4/13/15: Several additional reports regarding teacher hiring patterns across districts and teacher retention/migration have been developed and are being refined for review. These types of reports are essential for determining how to fairly and equitably allocate accountability between/among EPPs and employing schools and districts.
				The unavailability of P-12 achievement data has slowed work on the proportional accountability model, but the data are now available through KCEWS. Dr. Walters-Parker and Terry Hibpshman have finalized a data request to KCEWS for newly available data necessary for further development of the proportional accountability model.
				Lauren Graves continues to update the Proportional Accountability Model handbook to reflect additional and revised information.
				6/8/15: Awaiting availability of P-12 data from KCEWS.
				8/10/15: Still awaiting availability of P-12 data from KCEWS.
				Mr. Hibpshman has refined the graphing function and applied to teacher retention patterns, the first measure

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				that will be developed for all EPPs and employing districts. 10/12/15: Still awaiting availability of P-12 data. 10/12/15: Dr. Kim Walters-Parker and Terry Hibpshman are presenting "(REL) Reporting on Teacher Preparation Program Performance: A Look at State Approaches". The webinar is available through REL Central. 02/19/16: The "Accountability Model" has been defined and a model system has been built to validate the availability of data and to demonstrate the graphical output. The data and display process would be best delivered by the KCEWS office, and discussions are currently in progress to ensure development and delivery. 4/11/16: Terry Hibpshman has proven the basis of this model and delivered reports for validation. KCEWS has received our request for development and delivery of the Accountability Reports.
	1.1.4: Train EPPs on use of online accreditation system.	12/1/15		4/13/15: Although training on the system to be developed as a result of PARC's work cannot be delivered until the system is further along in it development, both CAEP and AACTE are developing online trainings related to the CAEP standards. We anticipate availability of at least portions of those trainings within 30 days. To the extent those resources are available to all stakeholders, Ed Prep staff

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				may be able to modify the original plan to develop full-scale training. 02/19/16: CAEP has recently announced its own channel on YouTube for education and training. During January and February of 2016, twenty videos have been uploaded and are available for general public viewing. Each video is about an hour long and provides insight about the CAEP standards and the accreditation processes. https://www.youtube.com/user/CAEPnet 4/11/16: Plans are being made to use online demonstrations with ZOOM, record these sessions, and then post them for others to view.
	1.1.5: Other recommendations as submitted by PARC.	Program Approval System: 07/1/15		10/13/14: CAEP fall conference attended by staff to gather information. 2/9/15: Staff continue to consult with CAEP staff to ensure PARC members have accurate and up-to-date answers to their questions regarding CAEP's anticipated policies and procedures. PARC members continue to make suggestions for revisions based on their expertise and the various constituencies they represent. 4/13/15: Other than formation of focus groups, no additional recommendations outside the scope of work have been added since the 2/9/15.

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				10/12/15: Identifying regulatory changes which need to occur to allow for adaption of CAEP standards and processes; regulatory changes to be part of the final recommendations from PARC. Timeline for final recommendations to be made after employment of EPSB leadership positions (Executive Director, Division of Legal Services, and Division of Educator Preparation). 2/19/16: The PARC meetings continue on a bi-weekly basis. The PARC focus groups have completed their initial efforts on Program Review, Accreditation and Assessments. PARC recommendations are a list of items which have not yet been finalized. The list contains a series of changes to the Program Review process, support for the templates to be used, changes in the committee structures and their roles, and work remains on regulatory updates.
1.2: Ensure that all EPPs know and understand requirements to meet CAEP standards and be state accredited.	1.2.1: Training	7/1/16	• Division of Educator Preparation/Kim Walters-Parker • NTEP Grant	12/8/14: Updates are distributed via email, newsletters, and face-to-face meetings at KACTE and KATE meetings. 2/9/15: Ongoing via conferences, meetings, and newsletters but dependent upon CAEP's release of the Accreditation Handbook. CAEP staff have confirmed that a site visitor training will be offered in Louisville in summer 2015 along with other

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				regional training opportunities. CAEP's call for volunteers will be echoed by EPSB staff to encourage Kentucky EPP faculty/staff and other stakeholders to apply to be selected for training (or re-training) as site visitors. To accommodate the needs of individuals not able to participate in CAEP-provided training, DEP staff will make informational training available following the site visitor training. 4/13/15: Thirty-three Kentucky EPP representatives have registered for site visitor training in Louisville this summer. Dr. Walters-Parker, Allison Bell, and Lauren Graves will attend this training but will participate in site visitor training at a different site so they are available to support CAEP staff during the Louisville training. As noted above, both CAEP and AACTE are developing online trainings, but the specific content of those trainings is not available. Revisions to the CAEP Standards have been communicated via newsletter and social media. 6/8/15: CAEP webinars are being delivered. Site visitors and EPPs with early CAEP visits are being provided with opportunities for training.

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				Educator preparation staff are participating in webinars in preparation for site visitor training in Louisville in June. CAEP Accreditation Updates are posted on the Division of Educator Preparation's Facebook page Ed Prep KY. 8/10/15: Hosted site visitor training in Louisville; most EPPs sent at least one participant. Additional Kentucky trainees are attending sessions this fall. CAEP webinars are available online. KACTE Sponsored CAEP Workshop was held on Wednesday, August 5, 2015 at the UofL Golf Club in Simpsonville, KY. 10/12/15: Ongoing participation with KACTE to communicate accreditation requirements (i.e., CAEP Standards). Development of the CAEP/Kentucky Partnership Agreement is pending. Publication of the CAEP Standards for Advanced Programs is anticipated by mid-2016. EPSB is working closely with Kentucky EPPs whose advanced programs are impacted by the lack of CAEP Standards. EPSB staff attended the CAEP fall conference from 9/16-19/15. EPSB staff met with CAEP staff regarding the Advanced Standards. 12/14/15: Staff has identified EPPs to submit program

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				review documentation for the new program templates in order to test and validate the template and review process. The program review rubric is developing. 4/11/16: The new CAEP accreditation process will be used going forward as defined in our new CAEP state agreement. Those EPPs who are directly impacted are aware of the CAEP training, the CAEP conference opportunities and CAEP website resources.
1.3: Align state accreditation requirements so that CAEP accreditation requirements can be met simultaneously (e.g., site visits).	1.3.1: Collaborate with CAEP staff to ensure consistent policies and procedures.	12/30/15	• Division of Educator Preparation/Kim Walters-Parker • NTEP Grant	6/23/14: Ongoing as we monitor and provide feedback on CAEP standards, including advanced program standards. 10/13/14: NCATE trained people from KY participating in NCATE/CAEP site visits. 12/8/14: Ongoing. In addition to other efforts, DEP has received preliminary indication that CAEP staff will participate in co-delivery of training for site visitors in summer 2015. 2/9/15: Ongoing awaiting release of the CAEP Accreditation Handbook. 4/13/15: Staff anticipate presenting the revised CAEP standards to the board for consideration as an information item at the 4/13/15 EPSB meeting and reviewing the standards at that time. Staff will ask for the

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				board's preference regarding consideration of the CAEP Standards for adoption at the board's 6/8/15 meeting.

Dr. Walters-Parker, Allison Bell, and Lauren Graves attended the CAEP Spring Conference to ensure we remain aware of developments in the CAEP standards and processes as well as evidence of successful implementation efforts across the country. Dr. Walters-Parker attended the Quality Assessment Workshop to ensure full understanding of CAEP's expectations for assessments.

6/8/15: PARC Focus Groups are addressing

8/10/15: Ongoing. Staff will attend the fall CAEP Conference to ensure agency-wide integration of CAEP standards and processes.

10/12/15: EPPs and EPSB staff attended the CAEP Conference to confirm/validate knowledge of the CAEP Standards and accreditation processes. Contacts made with CAEP staff to ensure communication of Kentucky and CAEP requirements.

12/14/15: Ongoing communication with CAEP staff is occurring to ensure Kentucky processes align with CAEP requirements. |

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				4/11/16: CAEP Partnership Agreement Task Force has met and developed the CAEP Partnership Agreement. It has been reviewed by CAEP staff and is being presented to the EPSB on 4/11/16 for approval.
1.4: Update regulations, policies, procedures, and other documents to reflect transition from NCATE to CAEP.	1.4.1: Review related regulations and statutes to replace all NCATE specific content with CAEP content.	07/1/14 until completion of legislative process	• Division of Educator Preparation/Kim Walters-Parker • Division of Legal Services/Alicia Sneed	6/23/14: Currently underway. 12/8/14: Review is ongoing to identify references to be updated. 2/9/15: Review continues. Web site information is also being examined and updated when possible and a calendar for regular review, e.g., weekly, bi-weekly, is being developed. 4/13/15. No additional changes are needed at this time. Staff continues to review web site information to identify changes that will be needed, pending adoption of the standards and formation of a partnership agreement. 8/10/15: Reviews are underway to identify all regulations and agency documents that will require revision. 4/11/16: PARC has been meeting regularly and are at the point of identifying necessary regulatory changes. PARC and EPP staff will work with EPSB general counsel on these regulatory changes.

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1.5: Develop partnership agreements with CAEP to reflect regulatory and procedural changes.	1.5.1: Collaborate with CAEP staff.	12/30/15	• Division of Educator Preparation/Kim Walters-Parker • Division of Legal Services/Alicia Sneed	10/13/14: Conversations being held between CAEP and EPSB Staff. 12/8/14: CAEP and EPSB DEP staff have discussed a preliminary timeline for developing a partnership agreement, contingent upon resolution of provisions that conflict with Kentucky regulations. 2/9/15: In anticipation of release of the Accreditation Handbook, EPSB staff and CAEP staff have discussed the partnership agreement development process, face-to-face and via conference call. CAEP staff provided clarification regarding specific provisions applicable to program review options, site visitor team makeup, reviews of assessments, and other procedures to be outlined in the agreement. This information will be shared with stakeholders during the partnership agreement development process and will also be shared with PARC to ensure PARC's recommendations align with CAEP provisions. 4/13/15: Adoption of the CAEP standards will enable Ed Prep staff to move forward with stakeholders to develop a partnership agreement with CAEP. Unless directed otherwise, staff will seek nominations from every accredited EPP and other key stakeholder groups to participate in the partnership development process; furthermore, staff anticipates seeking public comment

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				about the agreement unless directed otherwise. 6/8/15: Anticipate partnership agreement development will begin immediately following adoption of CAEP Standards. 8/10/15: Partnership agreement task force will be named at the 8/10/15, board meeting so they can begin reviewing the agreement template and relevant PARC recommendations. 10/12/15: The CAEP partnership agreement task force was appointed at the August board meeting. 12/14/15: Awaiting division leadership to begin work on the state partnership agreement and regulatory changes. 02/19/16: Partnership Agreement Task Force has met and developed a draft partnership agreement that is being reviewed by CAEP Staff, EPP Deans, and EPSB Board.

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1.6: As provided in CAEP Standard 1, ensure that candidates completing an approved Kentucky EPP demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels (see InTASC model core teaching standards and learning progressions for teachers 1.0 (2011), pp. 16-47) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.	1.6.1: Work with all EPPs to ensure they are addressing, teaching and assessing the InTASC standards in their preparation program courses.	Recommendations complete: 07/1/14 System complete: 07/1/15	• Division of Educator Preparation/Kim Walters-Parker • Information Systems/Scott Smith • PLA/Donna Brockman • Kentucky Advisory Council on Internships (KACI) • NTEP Grant • PARC Committee • Vanguard Pilot • Other pilot partnerships	12/8/14: Alignment and inclusion of all applicable standards are included in the specifications of the online accreditation system. 4/13/15: Plans are being developed to ensure higher education faculty have opportunities to learn about the alignment of KTIP to PGES and to see standards mapped across the KTS, the Danielson Framework, InTASC, CHETL, and related CAEP and SPA standards where appropriate. Work will be needed to identify a funding source to support development of training materials. 6/8/15: On-demand modules are being developed for higher education faculty to use as a resource in aligning work to KTS and Framework. 8/10/15: Videos are being produced by EPSB staff. These videos were taken during the KTIP Committee summer training. The RFP for video module development and alignment to InTASC standards is being finalized.
	1.6.2: Connect InTASC standards to the Professional Growth and Effectiveness System (PGES).	07/1/14		6/23/14: Completed as provided in PGES documentation.

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	1.6.3: Adopt baseline teacher education program admission standards that correlate with effective classroom teaching performance, as measured by appropriate components of PGES data.	07/1/17		12/8/14: The Admission/Exit reporting system is being updated by IT staff, and enhanced efforts are underway in DEP to educate EPPs regarding the significance of accurate and timely reporting of all program admission and exit decisions. This work lays the foundation for correlation studies; implementation hinges on the availability of PGES data. 2/9/15: Necessary PGES data are not yet available, but DEP staff have developed a preliminary plan to identify factors that may predict effective classroom teaching performances. 4/13/15: This is a long-term goal; however, some of the relevant data are becoming available through KCEWS, and Terry Hibpshman has prepared the data request for KCEWS. 8/10/15: Awaiting receipt of data from KCEWS and, if/when available, PGES data.

Communication Plan:
- Update sessions/presentations scheduled for each regular EPSB board meeting.
- Regular newsletters to principals, resource teachers and teacher educators.

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- Work with the Guiding Coalition to ensure that the information we are sending is consistent.
- Utilize co-ops to assist in training and information.
- Conference/meeting presentations (e.g., IHE, KASA, KACTE, KEA).
- Regular information updates with all EPP.

Goal 2: By June 30, 2015, the average time for case resolution will be 1.5 years.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
2.1: Expedite and assist school districts in fulfilling KRS 161.120 (2).	2.1.1: Develop an online system for school district human resource directors and superintendents to submit incidents pursuant to KRS 161.120 (2).	07/1/15	• Information Systems/Scott Smith • Ensure that all regulations and statutes are fulfilled with this system. • Programmer	6/23/14: System is currently being tested and will be ready for full deployment starting August 1, 2014. 8/11/14: Version 1 has been completed and screenshots from the system have been submitted to the Division of Legal Services on 7/25/2014 for review. 10/13/14: Feedback has been received by Legal staff and changes currently underway. 2/9/15: Legal staff are performing a second level of testing with the IT staff. The next step will be to update the training materials and select a district to pilot the system. 4/13/15: Changes submitted by legal staff are currently being tested. 8/10/15: The online educator complaint system (OECS) is live and district superintendents have been notified and sent directions for use via email. 10/12/15: Staff have conducted webinars and one on one trainings with interested shareholders on the use of the Online Educator Complaint System. 12/14/15: Since the launch of the Online Educator Complaint System (OECS), several school districts have

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Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
				utilized the program and the feedback has been positive. Legal staff is currently working with IT staff to make additional improvements to the OECS process. 4/11/16: As the system is being used, suggestions have been submitted for improvements. The Information Technology Branch is incorporating those changes.
2.2: Ensure that all certified educators know their duties and responsibilities pursuant to the Professional Code of Ethics for Kentucky Certified School Personnel and KRS 161.120 (1).	2.2.1: Consider developing an online ethics training to be used by schools and school districts which may be used as part of recertification.		• Information Systems/Scott Smith • Certification/John Fields • Ensure that during program review and approval that EPPs are including ethics training. • Contract with KET or other online training provider to develop training. • Task force to review and make recommendations on combating inappropriate student-teacher relationships	4/11/16: Recommendations are coming from the Combating Inappropriate Student-Educator Relationships Task Force that include this activity.
	2.2.2: Continue to provide ethics seminars to EPPs, schools, school districts, and local education associations.	Ongoing		1/14/2014, EKU, Alicia Sneed 1/16/2014, Alice Lloyd, Whitney Crowe 2/5/2014, U of L, Cassie Trueblood 2/10/2014, WKU, Cassie Trueblood 2/19/2014, Thomas More, Alicia Sneed 2/25/2014, Union College, Gary Stephens 2/26/2014, Berea, Alicia Sneed 2/26/2014, Union College , Gary Stephens 2/27/2014, Centre, Alicia Sneed 3/19/2014, U of L, Cassie Trueblood 3/24/2014, KY Wesleyan, Alicia Sneed 3/25/2014, Asbury, Alicia Sneed 3/28/2014, Asbury, Alicia Sneed 4/15/2014, Pikeville College, Alicia Sneed 4/22/2014, Madisonville Community College, Cassie Trueblood 4/26/2014, Berea, Alicia Sneed

Goal 2: By June 30, 2015, the average time for case resolution will be 1.5 years.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
				5/9/2014, Kentucky Administrative Adjudicator's 2014 Annual Conference, Gary Stephens 10/21/2014, SESC Cooperative, Gary Stephens 10/24/2014, Todd County Schools, Alicia Sneed 11/5/2014, KY Christian, Alicia Sneed 1/8/2015, Asbury University 1/20/2015, EKU 1/26/2015, UK 1/29/2015, UK U of L, 2/4/2015 Union, 2/10/2015 Union, 2/11/2015 Centre, 2/24/2015 WKU, 2/25/2015 WKU, 2/26/2015 KY Wesleyan/Brescia, 3/2/2015 Thomas More, 3/25/2015 Madisonville CC, 3/28/2015 U of Pike, 4/7/2015 Alice Lloyd, 4/9/2015
	2.2.3: Provide ethics updates through state and local education publications.	Ongoing		6/23/14: Alicia Sneed was published in the Spring/Summer 2014 edition of the Kentucky School Leader, a trade journal published by the Kentucky Association of School Administrators. The title of the article is "An Educator's Duty to Confidentiality."
	2.2.4: Ensure that education preparation programs teach the professional code of ethics.	Ongoing		4/11/16: Recommendations are coming from the Combating Inappropriate Student-Educator Relationships Task Force that include this activity.

Goal 2: By June 30, 2015, the average time for case resolution will be 1.5 years.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
	2.2.5: Provide training for superintendents and human resource directors on the superintendent's responsibilities to report.	Ongoing		4/11/16: Legal staff presented at the Finance and Law Symposium in March 2016. Recommendations are coming from the Combating Inappropriate Student-Educator Relationships Task Force that include this activity.
2.3: Continue to improve efficiency for the board to review complaints/cases received.	2.3.1: Propose additional disciplinary options for the board when deciding outcomes of cases.	10/12/15	• Legal/Alicia Sneed	6/23/14: Presented at the March 17, 2014 EPSB board meeting. 8/10/15: Disciplinary Regulation Rewrite Committee has met three times and proposed regulation is being presented to the board as an information item at the 8/10/15 Board meeting.
	2.3.2: Provide various models for the board to consider when determining methods of efficiency.	10/12/15		6/23/14: Presented at the March 17, 2014 EPSB board meeting. 12/14/15: Staff have initiated a three person review of complaints with regular meeting times to present complaints to the board in a more timely manner.
	2.3.3: Set consistent, established EPSB board meeting dates to ensure timely presentation of disciplinary cases to board.	03/3/14		6/23/14: Presented at the March 17, 2014 board meeting for discussion; first reading of an amendment to EPSB's meeting policy was presented at the April 28, 2014 EPSB board meeting, second reading occurred at the June 23, 2014 board meeting.

Goal 2: By June 30, 2015, the average time for case resolution will be 1.5 years.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
	2.3.4: Review the Professional Code of Ethics for possible revisions/updates.	7/1/16		4/11/16: Recommendations are coming from the Combating Inappropriate Student-Educator Relationships Task Force that include this activity.
2.4: Ensure that the division of legal services is properly staffed to efficiently resolve open disciplinary cases.	2.4.1: Monitor the number of active/open cases that have been referred to a full investigation and due process hearing to ensure that the division is adequately staffed to resolve the cases in a timely manner.	Ongoing	• Information Systems/Scott Smith • Legal Dashboard system • Budget accordingly based on existing data	6/23/14: Please see board meeting documentation. 8/11/14: Version 1 of the Legal Dashboard system has been completed and the system has been forwarded to the Division of Legal Services on 06/23/2014 for review. The next step is to get input from board members. 10/13/14: Feedback has been received by Legal staff and changes currently underway. 2/9/15: Changes for the legal dashboard from Legal staff have been made and currently under final review. 10/12/15: Staff have continued to work to reduce the number of active/open cases in recent months resulting in the larger than normal docket for the October 12, 2015 Board meeting. At the time of this report being written, the docket contains thirty (30) agreed orders and one recommended order.
	2.4.2: Contract with additional legal counsel as needed when the number of cases referred to a full investigation due process hearing exceeds 200.	As needed		

Goal 2: By June 30, 2015, the average time for case resolution will be 1.5 years.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
2.5: Educate the Board on regulations, statutes, policies, procedures, and processes pertaining to disciplinary action and their responsibilities and authority.	2.5.1: Train the Board annually on the dynamics of sexual misconduct of professionals pursuant to KRS 161.028(1)(h).	Annually	• The Board will set a date for mandatory sexual misconduct training when adopting the meeting calendar each year. • Staff will develop and publish dates for Board code of ethics training. • Staff will improve the materials provided to the Board with the meeting dockets.	
	2.5.2: Provide the Board with regular training on the requirements of KRS 161.120(1) and the Professional Code of Ethics for Kentucky Certified School Personnel.	Annually		
	2.5.3: Modify the communications the Board receives with its meeting materials to ensure that the Board understands its responsibilities and authority in disciplinary matters.	Ongoing		4/11/16: A suggested EPSB Disciplinary Case Load Report is being presented to the board for consideration. This new report will be more detailed about status of cases.

Communication Plan:
- Update sessions/presentations scheduled for each regular EPSB board meeting.
- Utilize co-ops to assist in training and information.
- Conference/meeting presentations (e.g., IHE, KASA, KACTE, KEA).

Goal 3: **By July 15, 2015, the Kentucky Teacher Internship Program (KTIP) Teacher Performance Assessment (TPA) will be redesigned to reflect the Teacher Professional Growth and Effectiveness System (PGES), and the data collection system, Intern Management System (IMS), will be redesigned.**

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
3.1: Consider Kentucky Advisory Council for Internship (KACI) recommendations for TPA redesign.	3.1.1: EPSB Board approves KACI recommendations to be carried out by staff.	07/15/14	• KACI • PLA/Donna Brockman	6/23/14: Recommendations have not been made yet. 10/13/14: KTIP Pilot for KTIP alignment to PGES currently underway. 4/13/15: KTIP Pilot is continuing and feedback is currently being collected for Cycle II. 10/12/15: State-wide pilot implementation underway and feedback is being gathered. KACI meeting is planned for 11/20/15.
3.2: Adapt the current IMS system to utilize data collected for TPGES with interns.	3.2.1: Adjust IMS to show correlations between PGES Framework and the teacher standards.	07/15/14	• KACI • Information Systems/Scott Smith • IMS • NTEP Grant	6/23/14: Currently underway. 2/9/15: Method for showing correlations has been determined and will be developed when IMS changes occur this summer. 4/13/15: Correlation has been completed with IMS adjustments to be made this summer.
3.4: Incorporate InTASC standards as part of KTIP (see goal 1).	3.4.1: Update IMS to disable teacher standards, add InTASC standards and PGES Framework while maintaining historical data.	07/15/15	• PLA/Donna Brockman • KDE Personnel for CIITS (project lead and technology liaison) • Information Systems/Scott Smith • Certification/John Fields • Regulations and statutes may	10/13/14: Currently gathering information. 2/9/15: PLA met with the IT staff to go over the final system changes that need to occur within the Internship Management System so that it will align with PGES. KACI has continued to meet and develop documents

Goal 3: By July 15, 2015, the Kentucky Teacher Internship Program (KTIP) Teacher Performance Assessment (TPA) will be redesigned to reflect the Teacher Professional Growth and Effectiveness System (PGES), and the data collection system, Intern Management System (IMS), will be redesigned.				
Strategies	**Activities**	**Timeline**	**Possible resources (division staff, organizational partners, data policy)**	**Progress**
			need to be revised/Alicia Sneed • NTEP Grant	outlining program. 4/13/15: Based on recommendations of KACI concerning the data to be collected in IMS and discussions with staff at both EPSB and KDE, the development of an export/import system will not be required and is not recommended at this time. As stated in the progress for Strategy 3.3, the development of an export/import system will not be required and is not recommended at this time. Adjustments to be made this summer. 8/10/15: The interface for the Internship Management System has been developed and staff are currently testing the functionality.
	3.4.2: Update IMS interface as necessary			10/12/15: Revised IMS is up and running and being utilized across the state for KTIP.
3.5: Identify and enlist districts to pilot TPGES components in internship (KTIP).	3.5.1: Pilot districts will provide feedback for IMS 2.0.	07/14 - 07/15	• NTEP Grant	6/23/14: Twenty-two (22) pilot districts have been identified. 10/13/14: KTIP Pilot for KTIP alignment to PGES currently underway with feedback gathering tools being developed for cycle 1. 4/13/15: Feedback is currently being collected for Cycle II.

Goal 3: By July 15, 2015, the Kentucky Teacher Internship Program (KTIP) Teacher Performance Assessment (TPA) will be redesigned to reflect the Teacher Professional Growth and Effectiveness System (PGES), and the data collection system, Intern Management System (IMS), will be redesigned.				
Strategies	**Activities**	**Timeline**	**Possible resources (division staff, organizational partners, data policy)**	**Progress**
				6/8/15: KTIP 1st year pilot is nearing completion and feedback is currently being collected for Cycle III.
3.6: Train KTIP team members on adapted IMS system, TPGES, and IMS 2.0.	3.6.1: Conduct training for principals, teacher educators and resource teachers on how to use data.	07/15/15	• NTEP Grant • Co-ops • SEED Grant	6/23/14: Training is occurring this summer and will continue this fall for teacher educators, principals and resource teachers who are associated with these pilot districts. 2/9/15: Train the trainer date will occur on 5/20/15 utilizing some Teachscape Focus Modules. 4/13/15: As stated in the progress for Strategy 3.3, the development of an export/import system will not be required and is not recommended at this time. However, the train the trainer professional development is scheduled for May 20, 2015 with statewide training of all KTIP committee members to be thereafter. 6/8/15: Training for 46 KTIP trainers occurred on May 20 at EPSB. Follow up trainings (for trainers) will occur throughout June at UK. Statewide training dates for KTIP committee members have been posted on the EPSB website and on state university websites. All online training modules and online homework modules have been posted. 8/10/15: Training for all KTIP committee members is currently underway and will extend into the early fall.

Goal 3: By July 15, 2015, the Kentucky Teacher Internship Program (KTIP) Teacher Performance Assessment (TPA) will be redesigned to reflect the Teacher Professional Growth and Effectiveness System (PGES), and the data collection system, Intern Management System (IMS), will be redesigned.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
				Additional funding was provided for this year due to the number of people to be trained and the amount of trainings that are necessary.
	3.6.2: Utilize National Board Certified Teachers identified as mentors from the SEED grant to be resource teachers.			
	3.6.3: Conduct training for private school principals and resource teachers on TPGES.	07/15/15		10/13/14: Private schools are represented in the pilot and will provide feedback on how best to conduct training and what trainings will be needed. KACI workgroup has begun discussions on planning of trainings. 2/9/15: Committees for both IECE and private/parochial school to determine trainings have been established. 4/13/15: Committee for non-public K-12 schools has met to make recommendations. As stated in activity 3.6.1, the train the trainer professional development is scheduled for May 20, 2015 with statewide training of all KTIP committee members (including non-public K-12 schools) to be thereafter. 6/8/15: Communication to all non-public schools is ongoing with links to resources and dates/information about summer 2015 training that various agencies are conducting around the Kentucky Framework for Teaching

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Goal 3: By July 15, 2015, the Kentucky Teacher Internship Program (KTIP) Teacher Performance Assessment (TPA) will be redesigned to reflect the Teacher Professional Growth and Effectiveness System (PGES), and the data collection system, Intern Management System (IMS), will be redesigned.				
Strategies	**Activities**	**Timeline**	**Possible resources (division staff, organizational partners, data policy)**	**Progress**
				and PGES (including KDE, KASA, KASC and Teachscape).

Communication Plan:
- Update sessions/presentations scheduled for each regular EPSB board meeting.
- Regular newsletters to principals, resource teachers and teacher educators.
- Work with the Guiding Coalition to ensure that the information we are sending is consistent.
- Utilize co-ops to assist in training and information.
- Conference/meeting presentations (e.g., IHE, KASA, KACTE, KEA).

Goal 4: By September 1, 2014, the EPSB will review policies, procedures, committee structures and responsibilities, revise where necessary, and communicate findings to appropriate stakeholders.

Strategies	Activities	Timeline	Possible resources (division staff, organizational partners, data policy)	Progress
4.1: Review policies and procedures.	4.1.1: Review current internal policy/procedure adoption process to determine effectiveness and revise as determined.	ongoing as needed	• Legal/Alicia Sneed	6/23/14: At the EPSB work session on 4/27/14, the EPSB board reviewed the process of how a policy comes in being. The board discussed other options for the future.
	4.1.2: Review and revise as needed all current internal policies and procedures.			10/13/14: Board is being presented information at this meeting concerning internal policies and procedures.
	4.1.3: Determine a schedule if review and revision of internal policies and procedures.			10/13/14: Board is being presented with a draft policy at this meeting.
	4.1.4: Determine communication plan of internal policies and procedures to all stakeholders.			
4.2: Review committee structure.	4.2.1: Review and revise as needed current committee structure, including but not limited to: • Structure • Membership including diversity • Member terms of service • Meeting schedule • Meeting communications to stakeholders	ongoing as needed	• Executive Office/Jimmy Adams	8/11/14: Conducted at the July 20th and 21st board retreat. 9/14/15: Waiver committee appointments and meeting time scheduled at 8:00 AM the day of a regular meeting if necessary.
	4.2.2: Report outcomes of review and any revisions to EPSB and all stakeholders.			
	4.2.3: Develop committee reporting schedule for regular EPSB Board Meetings.			

Goal 4: By September 1, 2014, the EPSB will review policies, procedures, committee structures and responsibilities, revise where necessary, and communicate findings to appropriate stakeholders.				
Strategies	**Activities**	**Timeline**	**Possible resources (division staff, organizational partners, data policy)**	**Progress**
4.3: Implement continuous improvement model within EPSB.	4.3.1: Provide EPSB with professional learning experiences focused on continuous improvement processes and tools.	ongoing as needed	• Executive Office/ Jimmy Adams	8/11/14: Conducted at the July 20th and 21st board retreat.
	4.3.2: Incorporate continuous improvement processes and tools into agendas, meetings, and strategic agenda progress monitoring and evaluation.	ongoing as needed		10/12/15: Approval of board meeting agenda is added to regular meeting agendas.

Vetting process for board to review potential committee members is implemented. |
| | 4.3.3: Embed tools of continuous improvement into EPSB meetings and planning. | | | 10/13/14: Board chair has implemented the Plus-Delta system for board feedback. |
| Communication Plan:
• Update sessions/presentations scheduled for each regular EPSB board meeting.
• Regular newsletters to principals, resource teachers and teacher educators.
• Work with the Guiding Coalition to ensure that the information we are sending is consistent.
• Utilize co-ops to assist in training and information.
• Conference/meeting presentations (e.g., IHE, KASA, KACTE, KEA). | | | | |