

**EDUCATION PROFESSIONAL STANDARDS BOARD'S
GOALS and 2002-04 INITIATIVES**

Status Report, 7/1/04-6/30/05

I. Every educator preparation program in Kentucky shall meet all accreditation standards established by the EPSB.

- A. Define, in collaboration with the Council on Postsecondary Education (CPE) and the Association of Independent Kentucky Colleges and Universities (AIKCU), measures of acceptable program quality, and issue an educator preparation report card to include the following: (Marilyn Troupe; Robert Brown)
- accreditation status, including identified weaknesses and strengths
 - evidence of alignment with P-12 core content
 - implementation of research-based classroom practices, including emphasis on classroom management techniques
 - pedagogy and subject matter competency assessment results
 - emphasis on meeting the needs of diverse learners
 - consistency and quality of field-based experiences
 - resources committed to program
 - collaboration between colleges of education and arts and sciences
 - diversity of students, faculty, and field-based experiences
 - collaboration with school districts
 - entrance/exit requirements
 - continuous assessment processes and results
 - Kentucky Teacher/Principal Internship Program (KTIP/KPIP) results
 - employer's satisfaction
 - size of program and alignment with statewide workforce needs

KEPP Report Card:

2000-03 Summary: The Kentucky Educator Preparation Program (KEPP) Report Card, emphasizing output measures (e.g., PRAXIS scores, internship results, and student/employer satisfaction surveys) was approved by the EPSB in May 2001, and was released on the EPSB web site in September 2001. The Report Card is updated annually. Beginning in Fall 2003, the KEPP Report Card included a Quality Performance Index (QPI), which provides an indicator of overall performance based on three separate performance measures: (1) annual summary PRAXIS II pass rate; (2) overall mean score on KEPP new teacher survey; and (3) KTIP pass rate (three-year average). Accreditation Board of Examiners (BOE) will access and utilize the KEPP Report Card during the accreditation process.

2003-04 Update: The KEPP Report Card application was moved to the EPSB server and revised so as to save money and improve maintenance efficiency. The QPI is now being used to determine the performance level of each preparation program:

- A score of 4.00 to 3.67 = Excellent Performance
- A score of 3.66 to 3.00 = Good Performance
- A score of 2.99 to 2.66 = Fair Performance
- A score of 2.65 to 2.00 = Poor Performance, and identifies the program as "at risk of becoming low performing" in the Federal Title II Report (see below)
- A score of less than 2.00 = Very Poor Performance, and identifies the program as "low performing" in the Federal Title II Report (see below)

2004-05 Update: The QPI shall be divided into four performance categories:

- A score of 4.00 to 3.50 shall indicate "Excellent Performing"
- A score of 3.49 to 3.00 shall indicate "Satisfactory Performing"
- A score of 2.99 to 2.75 "At Risk of Low Performing" and shall identify the educator preparation unit as "at-risk of low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation; and
- A score of less than 2.75 shall indicate "Low Performing" and shall identify the educator preparation unit as "low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative

Federal Title II Report:

2000-03 Summary: The Federal Title II report, including definitions of "at risk of becoming low performing" and "low performing" was approved by the EPSB in May 2001, with the first release on the EPSB web site in September 2001. The report is updated annually.

In October 2002, the EPSB was invited to make a presentation to the U.S. Congressional Committee on Education because of Kentucky's thorough, high quality reporting. The EPSB was independently nominated for this honor by the Educational Testing Service and by Westat (federal contractor) because of how the EPSB and Kentucky's higher education institutions are cooperating in the collection and use of Title II data.

2003-04 Update: Based on four years of Title II data, significant findings were compiled and will be presented to the board in September 2004.

2004-05 Update: Based on five years of Title II data, significant findings were compiled and will be presented to the board in September 2005. This report will show cumulative pass rates of Praxis exams for program completers.

Accreditation:

2000-03 Summary: New NCATE (National Council for Accreditation of Teacher Education) 2000 performance-based accreditation standards were adopted by the EPSB, and the EPSB/NCATE partnership was renewed in 1999. NCATE 2000 Standards emphasize assessment, data collection, and system development, and the Reading Committee and Continuous Assessment Review Committee (CARC) conducted a seminar to assist institutions in understanding these new emphases. Staff also assisted institutions in addressing the NCATE "dispositions" requirements.

State accreditation requirements were revised to include quality indicators delineated in KRS 161.028 and the KEPP Report Card (i.e., PRAXIS II, KTIP/KPIP, and survey results; see above). All certification programs were reviewed in 2002 to ensure inclusion of content of special import to the Governor, General Assembly, and EPSB (e.g., safety education, literacy, environmental education); see also III.A.

2003-04 Update: The EPSB adopted an 80% summary Praxis pass rate and an 80% certification program pass rate as required for accreditation, effective 2004-05, and adopted NCATE's seven-year accreditation cycle. The Kentucky/ NCATE Partnership Agreement was renewed, and the NCATE regulation was revised to reflect the above.

2004-05 Update: BOE teams use information from the KEPP Report Card during the accreditation visits. Particularly useful are the qualitative and quantitative results of the New Teacher Survey. Staff analysis of the report card has pointed out the need for new training of Institutions of Higher Education (IHE) faculty. Staff reviewed NCATE's standards that are due for minor revisions this year and have made recommendations to NCATE in reference to future guidelines for on-line, off campus, and distance learning courses and programs.

Evidence of alignment with P-12 core content:

The Spring 2005 accreditation visits revealed a problem with P-12 Core Content and Program of Studies alignment with the university curriculum. Staff is working with Dr. Steve Clements to determine the impact of the alignment process funded by the Teacher Quality Enhancement Grant (TQEG). The Kentucky Department of Education (KDE) will assist staff this fall in planning work sessions for the educator preparation institutions.

Implementation of research-based classroom practices, including emphasis on classroom management techniques:

The New Teacher Survey shows that classroom management is a problem for all new teachers. There have been workshops and seminars provided to share research-based techniques; KDE has provided program information, and the Center for School Safety has also given educator preparation programs materials to enhance the curriculum. More is needed.

Emphasis on meeting the needs of diverse learners:

Analysis of NCATE Standard 4: Diversity indicates three-fourths (3/4) of the educator preparation programs have an area for improvement. The New Teacher Survey continues to show that candidates do not feel prepared to teach children with special needs. Staff continues to 1) work with the INTASC Center on Teacher Quality, 2) review the revisions of the New Teacher Standards, and 3) collaborate with the KDE Consortium Group and Special Education Directors. Staff also meets with representatives of the State Advisory Group for Special Education.

Consistency and Quality of Field-based experiences:

The accreditation reports show an improvement in NCATE Standard 3: Field Experiences and Clinical Practice. Institutions are providing early and longer field placements. Candidates are tracked and systems are in place to ensure success or to assist candidates in making early decisions about their career paths.

Collaboration between colleges of education and arts and sciences:

See the response to I.D.

Diversity of students, faculty, and field-based experiences:

See II.A, B, and the statement above under Emphasis on meeting the needs of diverse learners.

B. Provide technical assistance to meet the established criteria (Marilyn Troupe)

2000-03 Summary: Campus technical assistance visits were made to all 29 educator preparation institutions offering programs in Kentucky as requested by the institution or initiated by staff.

2003-04 Update: Staff, the Reading Committee, and CARC continued to provide technical assistance as requested by the institutions, and CARC developed a Guide for NCATE Standard 2 to assist institutions with assessment issues. Staff presented a workshop on "Designing Program Conceptual Framework and Professional Education Program Assessment" at the Kentucky Association of Colleges of Teacher Education's preconference.

2004-05 Update: Staff continues to provide technical assistance for all IHE's upon request and staff have encouraged institutions to requests assistance. A special workshop presented by members of the Reading Committee and CARC was held for five IHE's to assist with development of the conceptual framework and continuous assessment plan documents. Additional group seminars, workshops, orientations are planned for the 2005-06 term to address alignment and assessment issues.

C. Assess whether the criteria are being met by each institution's program, and approve/disapprove program continuation in collaboration with CPE and AIKCU (Marilyn Troupe)

2000-03 Summary: Institutional accreditation and/or status reports were made to the EPSB as scheduled. BOE training on NCATE 2000 Standards was held, program review forms were redesigned with assistance from the Reading Committee to align with new NCATE 2000/state standards, and CARC finalized the rubric design for NCATE Standard 2 to assist institutions in preparing for accreditation visits. Institutions submitted new program documents in accordance with changes in certifications. The EPSB and P-16 Council collaborated on ensuring that preparation in literacy and the teaching of reading were incorporated into all initial certification programs.

The EPSB adopted in 2001 an Emergency Program Review Policy, and emergency program review visits were made to Kentucky State University and Cumberland College pursuant to the 2000 Title II Report. Pursuant to the 2001 Title II Report results, progress reports were requested from Alice Lloyd College, Bellarmine University, Brescia University, Eastern Kentucky University, Georgetown College, Kentucky State University, Kentucky Wesleyan College, Lindsey Wilson College, Morehead State University, Murray State University, Thomas More College, Transylvania University, Union College, the University of Kentucky, and the University of Louisville.

Staff and EPSB members participated in the Teacher Education Agenda Group (i.e., deans/chairs and chief academic officers from public/independent institutions), which deals with issues regarding teaching quality. Additionally, the Kentucky Association of Colleges of Teacher Education's Fall Conference provided an opportunity for ETS representatives to work with faculty on the Principles of Learning and Teaching assessment, and the deans met to discuss alignment of content curriculum with P-12 standards and PRAXIS.

Pursuant to KRS 164.097, EPSB certified to CPE that Eastern Kentucky University, Morehead State University, Murray State University, and Western Kentucky University met all conditions necessary for receiving trust funds from CPE for teacher education or model programs of teaching and learning.

Staff created an on-line training module for Program Content Reviewers, and revised the guidelines for endorsement programs based on the recommendations of higher education faculty.

2003-04 Update: *Staff collaborated with CPE and AIKCU to address concerns re. out-of-state and in-state institutions, and provided NCATE Board of Examiner training to improve the accreditation process. CARC review of all Continuous Assessment Plans and biannual review of institutional Annual Reports were implemented. Representation on all accreditation committees was broadened. Separate program guidelines for administrator preparation programs, including emphasis on Standards and Indicators for School Improvement, were developed.*

The EPSB revised its Emergency Program Review Policy, and letters requesting information pursuant to the 2002 Federal Title II Report were sent to Alice Lloyd College, Brescia University, Kentucky State University, Kentucky Wesleyan University, Lindsey Wilson College, and Union College. (See also I.A.)

2004-05 Update: *Staff, Reading Committee, and CARC reviewed the new NCATE program review guidelines. This summer the EPSB program guidelines will be revised with a focus on alignment. Staff will collaborate with the following: 1) Dr. Steve Clements on incorporating the alignment strand of the Title II Grant; 2) staff from KDE to provide orientation for all IHE's on the new core content revisions; and 3) CPE on the program approval process for each agency and how to ~~can~~ coordinate the process.*

- D. Require all university/college faculty members in the colleges/departments of education who are responsible for the training of teachers and administrators to serve on KTIP/KPIP committees or related internships at least once within each accreditation cycle (Marilyn Troupe; Robert Brown)

2000-03 Summary: *University-wide involvement in teacher preparation was an ongoing agenda item of the Teacher Education Agenda Group (see I.C above). Many institutions planned incentives for involvement of all faculty in P-12 and P-16 endeavors, and for service in KTIP/KPIP. The problem of faculty not receiving "tenure and promotion" credit for KTIP/KPIP service, particularly within the public institutions, continued to be discussed.*

The 2002 Interim Subcommittee on Teacher Quality and the 2003 Interim Subcommittee of Elementary and Secondary Education both expressed concern about the quality of teacher educators on the KTIP committees. Staff issued a Request for Proposals (RFPs) for a "white paper" on the effectiveness of the teacher educator on the KTIP committee for presentation to the subcommittee.

KPIP did not receive funding for 2003-04.

2003-04 Update: *The study commissioned by the EPSB on the role of teacher educators on KTIP committees ("Teacher Educators and KTIP: Promises, Problems, and Possibilities," Clements & Beeler Jones, 2003) identified use of adjunct faculty as a major concern -- i.e., limited communication, resulting in little use of feedback to improve programs. The study was presented to the Subcommittee on Elementary and Secondary Education, but no action was taken.*

Accreditation teams found that independent institutions are doing a better job of involving arts and science faculty; tenure and promotion issues continued to be problematic at the public universities.

2004-05 Update: *Independent institutions continue to experience involvement of arts and science faculty in program implementation. Tenure and promotion at the independent institutions include a teaching focus. It has been easier for the regional universities to receive credit for KTIP/KPIP service leading toward tenure and promotion within the colleges of education. KTIP/KPIP service for faculty in arts and sciences remains a problematic issue.*

There are still areas to improve specifically in using retired faculty as teacher educators at universities with numerous interns. Institutions indicate that, based upon numbers of interns, placing a limit on using retired teachers would greatly affect the ability of the institution to provide teacher educators to some committees. Institutions have reported that meetings are required of all teacher educators to discuss field experience and need, though this is not a common state-wide process.

Accreditation teams found that public institutions have made some improvement of involving arts and science faculty, but adjuncts continue to be an area of concern.

II. The number of minority teachers and administrators in Kentucky shall increase.

A. Support the activities of the Division of Educator Recruitment and Retention (ERR) (Marilyn Troupe)

2000-03 Summary: *The EPSB and ERR jointly reviewed the alternative route to certification in Jefferson County. Staff participated in the ERR-sponsored Kentucky Alliance of Black School Educators Conference, workshops at Kentucky State University, the ERR/KDE Leadership Networking Institute, and ERR's minority principal network.*

Staff presented at the ERR Networking Session Workshops at Kentucky State University, and ERR staff participated in BOE training. EPSB and ERR staff collaborated on the accreditation visit to Jefferson County School District's ACES program. EPSB staff also participated in the KDE's Closing the Gap Cross Agency Team. Recruitment and retention were major areas of emphasis in the Teacher Education Model Program (TEMP) grant awarded Eastern Kentucky University for statewide implementation.

2003-04 Update: Staff participated in the state conferences of the Kentucky Association of Blacks in Higher Education and the Kentucky Association of Black School Educators. Persons representing these associations were trained to serve on accreditation BOE teams.

2004-05 Update: Staff continues to work with the Kentucky Association of Blacks in Higher Education and attend the state conference. The Division of Educator Recruitment and Retention did not present the usual programs for minority candidates this year. The Future Educator Associations in Kentucky are the fastest growing in the nation. The TEMP group held a seminar showcasing the recruitment strand and continues to improve the collaboration among institutions and KDE. Staff assisted KDE staff with the revisions to the Transition to Teacher Grant. Three universities are involved with the grant.

- B. Collaborate with KDE, CPE, and other agencies in their development and implementation of a statewide minority recruitment and retention plan (Marilyn Troupe)

2000-03 Summary: The KDE/EPSB Teacher Quality Cross-Agency Team developed statewide, multi-dimensional recruitment and retention plan mandated in KRS 161.167, which ensured commitment of \$200,000 to colleges/universities for the development and implementation of alternative routes to certification, with additional emphases on on-line job posting and applications, marketing strategies, early identification (including Future Educators Clubs), and retention. EPSB staff participated in ERR/KDE Leadership Networking Institute in January 2002. Staff worked with ERR on the Transition to Teaching Federal grant.

EPSB staff attended state conferences of the Kentucky Association of Blacks in Higher Education and the Kentucky Association of Black School Educators, and both associations had persons trained to serve on BOE teams.

Significant progress was seen, particularly at independent institutions, in providing diverse experiences for prospective teachers. Educator preparation programs also collaborated with the Kentucky Community and Technical College System to develop the 2PLUS2 agreement whereby candidates can begin their teacher preparation training at the community college level. Recruitment and retention were major areas of emphasis in the Model Teacher Program grant.

2003-04 Update: The 2Plus2 (college/university collaboration with community colleges) initiative was implemented to recruit minorities and paraprofessionals into teaching. Staff assisted ERR in completing the Transition to Teaching grant and in the Middle School Forum's training for Schools to Watch, and attended the Blacks in Higher Education Fall Conference.

Additional minority representatives were appointed to accreditation committees, and diversity plans were reviewed during accreditation visits.

2004-05 Update: *Staff is collaborating with KDE on the Transition to Teaching Grant that is in the implementation stage with three educator preparation institutions. Staff continues to serve on the Middle School Forum and participates in the selection of the Schools to Watch grant project. The TEMP group continues to develop the recruitment goal that should produce results within the next year. Staff regularly attends meetings of the IECE faculty, the Advisory Council for Gifted and Talented Education, and the Committee on Mathematics Achievement. Staff also participates in CPE's Improving Educator Quality (IEQ) grant reviews.*

III. A properly credentialed person shall staff every professional position in Kentucky's public schools.

- A. Review existing programs to ensure that they require sufficient preparation in content and content-specific pedagogy (Marilyn Troupe)

2000-03 Summary: *All program documents were reviewed in 2001 to ensure sufficient preparation in content and content-specific pedagogy, as well as integration of special topics across the curriculum (e.g., school safety, literacy, economic education, and environmental education). Preparation programs improved in addressing all stipulated special topics, and questions were added to the KEPP Report Card's new teacher survey to ensure coverage.*

Staff worked with KDE's Comprehensive Plan for Coordinated School Health, with the Interdisciplinary Early Childhood Education (IECE) Task Force to revise and benchmark the standards, with the School Safety Task Force to develop standards, with the Environmental Education Committee to develop standards, and with the School Social Work Committee to revise preparation regulations.

Advanced preparation, professional development, and expanding program access were major areas of emphasis in the Model Teacher Program grant.

2003-04 Update: *Staff worked with school nurses, counselors, and psychologists to revise regulations and standards of preparation. The EPSB approved national environmental education standards and a related certificate endorsement, and adopted national technology standards for administrators. The Reading Committee, CARC, the Accreditation Audit Committee, and staff reviewed Praxis and the New Teacher Survey results to identify problems in preparation, and the Principles of Learning and Teaching assessment results are scheduled to be reviewed in Fall 2004.*

2004-05 Update: *Staff performed one emergency review and cited one institution for cut scores below the 80% during the accreditation visit. Three other IHE's submitted written responses to low pass rate for programs on the Title II Report.*

Staff continues to work with the 2Plus2 Work Group which is a collaborative effort between the Community Colleges and Four-Year IHE's to develop agreements that will ensure seamless transition from two-year to four-year institutions. Staff will review and audit program guidelines this summer and fall.

- B. Eliminate by the end of the 2005-06 school year¹ instances of persons teaching out of field (Robert Brown, Mike Carr)

2000-03 Summary: Additional alternative routes to certification (i.e., institutional/ agency, military) for both teachers and administrators were implemented, and programs were established at most public universities and several independent colleges/universities, with a record number of candidates from the workforce, college faculty, and military applying. Districts were given more flexibility in placement of teachers, and the EPSB implemented a probationary middle school certificate and a conditional one-year certificate for persons unable to pass the PRAXIS assessment requirements.

Local Educator Assignment Data (LEAD) reporting was implemented, and staff developed a new computer application to review and assist in the cleaning and analysis of LEAD data, thereby reducing processing time and providing more accuracy in identifying out-of-field teachers. The LEAD roll-out was completed with all 176 school districts, plus the Kentucky School for the Deaf, the Kentucky School for the Blind, cooperatives, and the Kentucky Virtual High School.

Staff also created an out-of-field report on the MAX Portal System to display the number of persons teaching with less than full certification. Finally, staff began developing the "Highly Qualified Calculator" and related information to assist districts and individual teachers in determining who met the requirements as delineated in the No Child Left Behind Act of 2001.

2003-04 Update: The LEAD collection format and process were revised, resulting in a much more thorough and refined review of teacher certification and identification of improper staff assignments previously overlooked. Myriad problems with LEAD and KDE's STI and MUNIS data were resolved. The final "kick-out report" was verified three times and submitted to the Commissioner of Education in April. Development of a web interface that will allow districts to correct data that is submitted online is in process.

2004-05 Update: The LEAD process was aided by a web interface that allowed districts to correct and revise material as needed. This interface also makes real-time changes to the district's data as certificates are processed by EPSB. A final report was made to the Commissioner of Education in December 2004, as opposed to an April report in 2003-04. After districts were given a final deadline of January 31 to correct all problems, a final number of three districts (one teacher each) lost SEEK funds due to a lack of proper teacher certification.

Meetings have also been held this year with KDE to address a number of concerns: timely sharing of MUNIS data with EPSB so that non-teaching personnel can be properly checked in the 2005-06 LEAD report; finalizing the content tree/course standardization for LEAD, and developing relationships with KDE personnel working with STI.

In addition, EPSB has provided districts with new tools to monitor certifications during 2004-05, including three new web-based tools: the expired certification report, teaching/administrative "permissions" access for all personnel, and real-time access to the status of applications for new and renewal certifications.

¹ Timeline set by the National Commission for Teaching and America's Future, of which Kentucky is a partner state. The federal No Child Left Behind Act of 2001 also requires elimination of out-of-field teaching by 2006.

- C. Significantly reduce the number of persons teaching on emergency and probationary certificates (Robert Brown, Mike Carr)

2000-03 Summary: The number of emergency certificates decreased from a high of 1,811 in 2001-02 to 1,705 as of June 18, 2003. The federal No Child Left Behind Act of 2001 also served as an impetus for reducing the number of emergency-certified teachers.

Staff worked with colleges/universities, private contractors, KDE, and Kentucky Virtual University to develop and implement alternative route to certification programs, thereby reducing the need for emergency and probationary certified teachers, and programs were approved by the EPSB for Eastern Kentucky University, Northern Kentucky University, Murray State University, Spalding University, Union College, the University of Louisville, Morehead State University, Western Kentucky University, the University of Kentucky, Asbury College, and Thomas More College, Morehead State University, and Western Kentucky University.

The EPSB approved amendments to 704 KAR 20:120 and 510 regarding professional development requirements for emergency and probationary certified special education teachers to facilitate obtaining continuing education. Three modules were developed to provide immediate preparation for persons interested in becoming special education teachers, and were housed on KyEducators.org. Staff also reviewed the efficacy of emergency and probationary certificates for special education teachers, including prerequisites and reissuance, and reported to the EPSB in May 2002.

A major area of emphasis in the Model Teacher Program grant was to assist school districts in fully certifying emergency-certified teachers via improving access to preparation programs – especially in critical need areas.

2003-04 Update: The number of emergency certificates was reduced by 34%, while the number of certificates granted via Option 6 alternative route rose 38%. (See also III.F.)

2004-05 Update: The number of emergency certificates declined 15% from 1,149 in 2003-04 to 977 in 2004-05. Probationary certificates declined 24% from 253 in 2003-04 to 193 in 2004-05.

- D. Monitor the validity of teacher and administrator assessments, and continually evaluate appropriate levels of competency (Robert Brown)

2000-03 Summary: All PRAXIS tests were reviewed and validated as appropriate, and recommendations were made to the EPSB re. tests needing updating. The EPSB approved PRAXIS tests in Speech/Media Communication, Theater, Earth Science, and Principles of Learning and Teaching in May/June 2001. The Kentucky Principal Test was revised, and its study guide updated and placed on the EPSB's website with hyperlinks to references. Over 200 new items were added to the test, and the overall pass rate steadily improved to 85 percent.

2003-04 Update: The EPSB adopted three new Praxis II assessments and passing scores, effective September 1, 2004: Elementary Education: Content Knowledge (148), Education of Exceptional Students; Mild to Moderate Disabilities (172), and Education of Exceptional Students: Core Content Knowledge (157). The Library Media Specialist Assessment also was reinstated, with a passing score of 640.

Staff began piloting an online version of the Kentucky Principal Test, which should result in a savings of \$7,500 annually re. the cost of scoring.

2004-05 Update: Assessment passing scores were reviewed and recommendations were made to ensure compliance with the Board's directive that passing scores fall between the 15th-25th percentiles nationally. In January 2005, the EPSB approved the following passing scores effective September 1, 2005:

| <i>Assessment</i> | <i>Current Passing Score</i> | <i>Recommended Passing Score</i> |
|---|------------------------------|----------------------------------|
| <i>Family and Consumer Science (0120)</i> | <i>570</i> | <i>600</i> |
| <i>Art: Content Knowledge (0133)</i> | <i>154</i> | <i>158</i> |
| <i>Middle School Social Studies (0089)</i> | <i>144</i> | <i>149</i> |
| <i>Teaching Students With Visual Impairments (0280)</i> | <i>660</i> | <i>700</i> |
| <i>Social Studies: Interpretation of Materials (0083)</i> | <i>155</i> | <i>159</i> |
| <i>Business Education (0100)</i> | <i>580</i> | <i>590</i> |
| <i>Middle School English Language Arts (0049)</i> | <i>153</i> | <i>157</i> |
| <i>Music: Content Knowledge (0113)</i> | <i>150</i> | <i>154</i> |
| <i>Middle School Math (0069)</i> | <i>143</i> | <i>148</i> |
| <i>Latin (0600)</i> | <i>630</i> | <i>700</i> |
| <i>School Leadership Licensure Assessment (1010)</i> | <i>155</i> | <i>170</i> |

New science content knowledge tests were validated in 2004 and approved for adoption by the EPSB in January 2005:

| <i>Test</i> | <i>Staff Recommended Passing Score</i> | <i>Effective Date</i> |
|--|--|-----------------------|
| <i>Biology: Content Knowledge (0231)</i> | <i>146</i> | <i>9/1/05</i> |
| <i>Chemistry: Content Knowledge (0245)</i> | <i>147</i> | <i>9/1/05</i> |
| <i>Physics: Content Knowledge (0265)</i> | <i>133</i> | <i>9/1/05</i> |

(0231)Biology: Content Knowledge, (0233) Biology: Content Essays, (0241) Chemistry: Content Knowledge, (0261) Physics: Content Knowledge, and (0432) General Science: Content Knowledge Part 2 tests will be phased out. A transition period in which teacher candidates may choose from the old tests or the new tests is offered until the new requirements become effective in September 1, 2005. For specific information regarding exam options, please visit the EPSB website at <http://www.kyepsb.net/assessment/secondaryscience.asp>.

Assessments for which it has been more than five years since the original validation date or a review panel was held have been scheduled for review. Following are two basic outcomes that should result from the review of the assessments:

- *The qualifying score is reviewed and determined to be appropriate, or an adjustment in the qualifying score is recommended.*
- *Panelists communicate, through their review of the test, if it is still a valid instrument for the state to use.*

ETS will document discussion elements and provide the EPSB with a written report. This information will also be used by ETS in future revisions/test development. Below is a list of assessments that will be reviewed this summer:

- (0111 & 0113) Music*
- (0550) Health Education*
- (0050) Technology Education*
- (0280) Teaching Students with Visual Impairments*
- (0600) Latin*
- (0131 & 0133) Art*
- (0100) Business Education*
- (0120) Family & Consumer Sciences*
- (0330) Speech Language Pathology*
- (0321) Teaching Students With Mental Retardation*
- (1010) School Leadership Licensure Assessment*

In 2004, alpha and beta testing for the online Kentucky Principal Test (KYPT) were completed successfully. Because the KYPT is a high stakes assessment, the administration of the test requires secure browser software to prevent examinees from accessing other applications or visiting other websites during the assessment. Those companies who responded to our RFP were unable to meet the requirements within our proposed budget. Therefore, staff is unable to proceed.

In December 2004, the Kentucky Virtual University (KYVU) announced the release of secure browser software available through Angel. Staff resumed beta testing with one of the Kentucky Community and Technical College System (KCTCS) test sites using this software and anticipates completion by mid- to late June. Staff would like to begin piloting the online assessment using the Gateway site and adding sites as necessary. It is anticipated that the implementation of the pilot online KYPT in addition to the paper and pencil KYPT will occur in Fall 2005.

- E. Review existing programs to ensure that all teachers are prepared to work with students with special needs (Marilyn Troupe)

2000-03 Summary: The EPSB, KDE, and college/university faculty established an advisory group to assist in addressing critical issues re. special education. The advisory group was an extension of the Special Education Task Force established by EPSB in 1998-99, which made its report to EPSB and KDE in March 1999. Staff also worked with the IHE (Institutions of Higher Education) Special Education Collaborative to develop alternative routes to certification for special education teachers, with all routes having a strong web-based component and course alignment across institutions. Staff participated in the INTASC (Interstate New Teacher Assessment and Support Consortium) National Invitational Forum to review the Model Standards for Licensing General and Special Education Teachers of Students with Disabilities, and participated on the Gifted and Talented Advisory Council.

2003-04 Update: Staff continued work with the Institutions of Higher Education's Special Education Collaborative on the Teacher Education Model Program Grant, and the review of the INTASC's "Model Standards for Licensing General and Special Education Teachers of Students with Disabilities." Staff also worked with the Commonwealth Collaborative for School Leadership Preparation, the KDE's Division of Exceptional Children Services, and the Special Education Cooperative Directors re. teacher/administrator preparation issues, and attended public forums for the State Advisory Panel for Exceptional Children. Kentucky is participating in the INTASC Center for Teacher Quality National Invitational Forum to review standards for teachers of exceptional children, and a review of the New Teacher Survey's identification of concerns in this area is scheduled for Fall 2004.

The EPSB continued to be represented on the Gifted and Talented Advisory Council, and staff worked with the Council to involve more colleges/universities in the Council's Summer Institute.

2004-05 Update: After accreditation visits and review of programs, staff determined that curriculum alignment and assessment are issues that require action this year. KDE staff will provide orientation for all IHE's this fall and invite IHE's to attend regional work sessions with P-12 educators to review the new Core Content. In collaboration with Dr. Melissa Miracle and the Title II Grant, staff will collaborate on the assessment issue. A P-12 expert has been contacted to assist with the review of the alignment of core content, Program of Studies, and Academic Expectations to begin this summer and fall.

- F. Devise, implement, and promote alternative routes to certification (Mike Carr, Robert Brown)

2000-03 Summary: Six options for alternative routes were developed and implemented, and approximately 600 persons were certified via same. Staff worked with teachers, administrators, and higher education faculty to develop modules to be offered on Ky.Educators.org., including ones in special education and new-to-Kentucky teacher information. Staff designed a detailed tutorial to be housed on KyEducators.org for Exceptional Work Experience-route candidates, including a sample portfolio. A new brochure was developed, and a story about two successful candidates was issued as an EPSB press release in June 2003.

2003-04 Update: Implementation of the six existing options continued, with Option 6 (University-Based Alternative Route) evidencing the greatest growth in participation. The 2004 General Assembly approved an additional route (Option 7, Institute Alternative Route), extended the length of the Temporary Provisional Certificate from two years to three, and extended the grade range of the Exceptional Work Experience and College Faculty Alternative Routes to include the elementary level. A new brochure promoting the alternative routes was developed, with expected distribution date of August 2004.

2004-05 Update: The implementation of the six options for alternative certification continued, with growth continuing in Option 6 (University-Based Alternative Route), while all other options saw slight declines. Temporary Provisional certificates via Option 6 rose to 833 in 2004-05 from 646 in 2003-04. This growth is more than likely a result of the decline in emergency and probational certificates as well as the action by the 2004 General Assembly to allow three years for the completion of the Temporary Provisional program. Option 7, approved by the 2004 General Assembly, has not yet been offered by any educational entity.

- G. Provide greater flexibility within the certification system, such as the Continuing Education Option (CEO) (Robert Brown)

2000-03 Summary: 704 KAR 20:670 (certification regulation expanding types of certificates [e.g., restricted, extensions]) became effective March 2001, and a probationary middle school certificate was established in January 2002. The CEO was regionalized, and cohorts existed in every part of the state except the western region.

2003-04 Update: In March 2004, in order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, the EPSB established an experimental option for professionally certified teachers to add certificate endorsements and/or extensions without requiring the recommendation of a teacher preparation program. Additionally, the CEO continued to grow, with over 225 teachers participating in various cohorts across the state. Six educational cooperatives sponsored 14 different CEO cohorts. (See also III.F.)

2004-05 Update: In March 2004, in order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, the EPSB established an experimental option (TC-HQ) for professionally certified teachers to add certificate endorsements and/or extensions without requiring the recommendation of a teacher preparation program. As of mid-May 2005, EPSB had issued 35 such certificates, the majority of which added middle school certification to those previously certified in the same field for grades 8-12.

Additionally, the CEO continued to grow, with over 279 teachers participating in various cohorts across the state. Six educational cooperatives sponsored 14 different CEO cohorts. Mercer County Board of Education offered to serve as a sponsoring agent due to several teachers wanting to enter the program for Rank I.

IV. Every beginning teacher, principal, and assistant principal shall successfully complete a guided transition into the profession.

- A. Establish levels of performance for KTIP/KPIP and revise the assessment instruments (Robert Brown)

2000-03 Summary: KTIP was redesigned for 2001-02 using New Teacher Standards benchmarks developed and field-tested by the Benchmark Committee and approved by the EPSB in January 2001. Benchmarks were incorporated into KTIP in Fall 2001, with the generated data providing better information regarding how prospective teachers are meeting the standards. All college/university and school district KTIP personnel (2000+) were retrained during Summer-Fall 2001, and the developmental process for online KTIP training and an electronic data system to track KTIP/KPIP participants was begun.

EPSB and KDE staff worked collaboratively on revising and benchmarking the standards for IECE. Staff also worked with representatives of First Step (birth to primary intervention) to develop a process whereby developmental interventionists can participate in KTIP.

The KTIP/KPIP appeals process was revised and placed under the Division of Legal Services to ensure procedural consistency.

The TQEG enabled staff to focus on areas of concern re. KTIP – e.g., role of the teacher educator, role of the resource teacher, and the portfolio requirement. KTIP committee scoring also was refined. See I.D re. KPIP.

2003-04 Update: *Staff worked with KDE to create new benchmarks and criteria to be used for IECE. The Kentucky Advisory Council for Internships (KACI) determined that the Intern Performance Records (IPR) will be completed for IECE teachers in the same format as the IPR for all other teacher interns. The new IPR was piloted in several school districts and received positive feedback. Additionally, in an effort to reduce the amount of additional training required, KACI approved the development of KTIP training that incorporates IECE, and IECE was incorporated into the on-line KTIP module. The Regional Training Centers agreed to provide additional assistance to schools that have IECE classrooms.*

An on-line study guide/assessment on KTIP policies, procedures, and regulations was developed to assist internship committee members with the related legal responsibilities. On-line reporting of the resource teacher time sheet and the Record of the Teacher Intern Year was developed using the Intern Management System (IMS). In Spring 2004, several districts piloted the process, including use of electronic signatures, which reduced required paper flow. All resource teacher timesheets, confirmations of employment, and end-of-year reports will be completed electronically effective Fall 2004.

The Two-Year Pilot Program via the TQEG hosted 100 interns. Feedback from the interns and mentors was collected and analyzed so as to improve the 2004-05 pilot. A teacher work sample was created as part of this process so as to enable the intern to develop strategies for collecting, analyzing, and reporting achievement data on students.

2004-05 Update: *KACI determined that the IPR will be completed for IECE teachers in the same format as the IPR for all other teacher interns. The new IPR was posted on the EPSB website at www.kyepsb.net for university/district use. In an effort to reduce the amount of additional training required, KACI approved the development of KTIP training that incorporates IECE, and IECE was incorporated into the on-line KTIP module. The Regional Training Centers agreed to provide additional assistance to schools that have IECE classrooms.*

An on-line workshop preparation assignment on KTIP policies, procedures, and regulations was developed to replace the existing KTIP paper/pencil homework assignment to assist internship committee members with the related legal responsibilities. Participants receive a completion email once they have successfully completed the five parts of the homework assessment.

On-line reporting of the resource teacher time sheet and the Record of the Teacher Intern Year was instituted on the state-wide scale beginning August 2004. In Spring 2004, several districts piloted the process, including use of electronic signatures, which reduced required paper flow. Training DVDs were created to send to districts on the use of the IMS. Presentations on the DVDs were developed for the intern, resource teacher, principal, and teacher educator.

One hundred interns participated in the first cohort of the KTIP Pilot Project, a two-year internship funded by the TQEG. During the second year of the Pilot Project, interns developed Teacher Work Samples (TWS) instead of the traditional KTIP Portfolio. The TWS enables the intern to develop strategies for collecting, analyzing, and reporting achievement data on students. The first cohort's TWSs will be scored and benchmarked at a June 2005 work session, involving representatives from K-12 and all teacher preparation institutions. The TWSs from the 180 interns participating in the second cohort will be similarly scored in June 2006.

Language prohibiting the EPSB from funding KPIP was removed from the budget bill. Districts/universities were notified that all new principals beginning July 1, 2005 will be able to participate in the internship.

- B. Request that the General Assembly increase the amount of funding for teacher educators, and provide funding for principal mentors (Robert Brown; Tommy Haynes)

2000-03 Summary: The additional funding was included in the EPSB's 2000-02 budget requests, but statewide budget reductions precluded any expansion. The funding increase for teacher educators was not approved by the 2003 General Assembly, and the funding for the 2003-04 KPIP was eliminated entirely.

2003-04 Update: Statewide budget reductions continued to reduce the overall amount of funds available for KTIP. KPIP was not funded.

2004-05 Update: Language prohibiting the EPSB from funding the KPIP was removed from the budget bill.

Districts/universities were notified that all new principals beginning July 1, 2005, will be able to participate in the internship. A meeting was held with university trainers in May to discuss training needs to begin training in July 2005. No additional funding was provided for the program.

- C. Increase the pool of KTIP/KPIP committee applicants from schools and colleges/universities (Robert Brown)

2000-03 Summary: Teachers were informed of new incentives for resource teachers approved by the 2000 General Assembly (i.e., stipend increase; free college credit; KDE professional development fund) via regional meetings in April 2001. KTIP/KPIP college/university and school district personnel were surveyed re. suggestions on how to improve the internship program and training, and strategies to increase participation were on-going. Staff also initiated a bi-monthly KTIP/KPIP newsletter, placed answers to frequently asked questions on the EPSB web site, and decreased response time to e-mails in an effort to improve communication about the internships. Online training for KTIP participants and committee members began development. Staff worked with self-selected institutions re. piloting changes in KTIP and the committees, including giving graduate credit for KTIP, and convening cohorts of interns for the purpose of developing and scoring portfolios. Funding for KPIP was discontinued by the 2003 General Assembly.

2003-04 Update: *Regional KTIP coordinators met to discuss training needs of resource teachers and principals, and universities expanded their training schedules accordingly. IECE was added to the training (see IV.A), and additional improvements in the training module were implemented based on participants' feedback. On-line chat rooms were implemented to provide more communication between coaches and on-line learners. Problems reported were typically technology-related -- i.e., not content-related.*

Staff has worked with districts and universities to pilot programs that made KTIP training more convenient. Dr. Rosa Weaver, Northern Kentucky University, worked with staff to provide resource teacher training to teachers who are completing their master's degree, thereby increasing the amount of time resource teachers have to learn about observation and assessment strategies. Two districts began developing a program whereby trained facilitators will use the on-line KTIP module to train, in a face-to-face setting, resource teachers in the schools' computer labs.

2004-05 Update: *Regional KTIP coordinators met to discuss training needs of resource teachers and principals concerning the on-line reporting system. Universities will receive training DVDs to assist in the training of the on-line reporting. IECE was added to the training (see IV.A), and additional improvements in the training module were implemented, based on participants' feedback. On-line chat rooms were implemented to provide more communication between coaches and on-line learners.*

Staff worked with districts and universities to pilot programs that made KTIP training more convenient. Dr. Sharon Brennan, University of Kentucky, piloted a training that an ad-hoc committee through KACI created to up-date the KTIP training. This training was provided through course work for teachers receiving masters' degrees through course work taught by Dr. Brennan. Additional updates were postponed dependent upon the outcomes of the KTIP Pilot Program.

- D. Increase the number of minority resource teachers and principal mentors
(Robert Brown)

2000-03 Summary: *The Kentucky Advisory Council for Internship discussed this issue in 2001 and determined that minority teachers already are serving as resource teachers – the problem is that there are not enough minorities being recruited into teaching. More emphasis needed to be placed on recruitment and retention. The issue also was discussed by the Teacher Education Agenda Group (see I.C above), and staff participated in a University of Louisville discussion on ethnicity and assessment. Since most ethnicity data is self-reported, it is difficult to accurately assess the extent to which efforts to improve are successful.*

2003-04 Update: *No change -- data, since it is self-reported, continued to be unreliable. Moreover, minority recruitment continued to be the statutory responsibility of the KDE. EPSB staff continued to serve on various committees and groups that support increasing the number of minorities in educator preparation.*

2004-05 Update: *No change – data, since it is self-reported, continued to be unreliable. Moreover, minority recruitment continued to be the statutory responsibility of the KDE. EPSB staff continued to serve on various committees and groups that support increasing the number of minorities in educator preparation.*

- E. Work with CPE, AIKCU, and higher education faculty and administrators in departments of education toward recognition of service on KTIP/KPIP committees as a factor in class load calculation (Robert Brown; Marilyn Troupe)

2000-03 Summary: *This issue was discussed by the Teacher Education Agenda Group (see I.C), as well as by the 2002 and 2003 Interim Subcommittees on Education. Many independent institutions and selected public universities already do this, as well as recognize service to the schools in tenure and promotion decisions. A "Fellows Program" to promote arts and science faculty's involvement in P-12 was implemented at Eastern Kentucky University. Funding for KPIP was discontinued by the 2003 General Assembly.*

2003-04 Update: *No change. The issue was again discussed the 2004 Interim Subcommittee on Education, but no action was taken.*

2004-05 Update: *There continues to be no change. CPE has not responded with a decision from the Chief Academic Officers.*

- F. Seek funding for a second year of new teacher mentoring (Robert Brown; Tommy Haynes)

2000-03 Summary: *Additional funding was included in the EPSB's 2000-02 budget requests, but statewide budget reductions precluded any expansion. Application was made for Title II funding to expand KTIP to two years, the first year emphasizing mentoring.*

The 2003 General Assembly also did not provide additional funding for a second year of KTIP. However, the EPSB was awarded an \$11.4 million, three-year Title II grant to pilot a two-year KTIP, the first year emphasizing mentoring; to implement work samples in the KTIP process; and to improve data collection, interpretation, and utilization among the educator preparation programs and the EPSB. Project interim results were reported to the General Assembly for its review.

2003-04 Update: *The General Assembly's decision to straight-line the 2002-03 budget into 2003-04 negated the additional funding request to provide a two-year KTIP. However, the Title II grant allowed piloting of the two-year internship by 100 teachers. A delay in the development of on-line modules prevented a full cadre from participating, but a second group of 300 interns is scheduled for 2004-05. Surveys of initial participants indicated that having a less intensive KTIP experience the first year was a positive experience, and an external evaluation of the pilot was initiated by a cross-disciplinary team of evaluators from the University of Louisville.*

2004-05 Update: *During the 2004-05 school year, the Title II KTIP Pilot Project staff continued development efforts on the TWS and proposed an implementation timeline. Institutes of Higher Education (IHE) met with EPSB staff to discuss what impact the TWS would have on their teacher preparation programs, as well as the internship. EPSB staff members are working with K-12 practitioners and IHEs to develop assessment scoring and benchmarking procedures that demonstrate defensible and credible evidence regarding new teachers' abilities to meet standards and impact student achievement.*

V. Every teacher and administrator shall maintain the standards of the profession.

A. Work toward having at least one National Board for Professional Teaching Standards (NBPTS)-certified teacher in every school² (Robert Brown)

2000-03 Summary: A total of 349 teachers received NBPTS certification. The Teachers' National Certification Incentive Trust Fund was established, and more than \$1,000,000 was disbursed. An NBPTS-certified teacher was employed part-time to promote the program and provide assistance to candidates and cooperatives. The NBPTS regulation was amended to streamline the application process and establish a fund encumbering process, and the 2003 General Assembly approved legislative changes to allow greater flexibility in the use of incentive money, and to prioritize incentive distributions so as to ensure equality among all participants. Beginning Fall 2003, Western Kentucky University began administering distribution of funds, thereby increasing efficiency while reducing EPSB costs.

2003-04 Update: At the end of the 2003-04 school year, Kentucky had 537 teachers who held NBPTS certification, and 109 new candidates were enrolled, which was double the number enrolled the past year. Efforts were made to increase the number via improved mentoring and communication, and a work force was initiated to develop action plans. Regional Coordinators (RCs) were established to train and supervise mentors, thereby increasing program accountability, and to serve as points-of-contact. A "Jump Start Program" for new candidates to provide professional development on methodology and content is scheduled for piloting during Summer 2004, and Oldham County School District began development of an on-line mentoring module. Recognition dinners were held for all newly certified teachers, and Monroe County was recognized as the first school district in Kentucky to have met the EPSB's goal of a NBPTS-certified teacher in every school.

2004-05 Update: At the end of the 2004-05 school year, Kentucky had 731 teachers who held NBPTS certification, and as of May 12, 185 new candidates were enrolled, compared to 109 candidates this time last year. Efforts are being made to increase the number of candidates through improved mentoring and communication. There are currently 115 trained mentors with more to be trained at the conference in June 2005. RCs have been working with and will supervise mentors by collecting forms and documentation of meetings and hours. This will provide improved accountability between mentors and candidates. RCs serve as points of contact for various regions of the state. Pre-candidate workshops have been offered across the state by the RCs. They have also provided outreach and information sessions. A "Jump Start Program" for new candidates to provide professional development on methodology and content is scheduled for three one-week sessions during the Summer 2005. An on-line mentoring module has been developed and training of the materials completed with the mentors. Many mentors have scheduled to use this module for their outlying districts. To support advanced candidates, an Advanced Candidate Liaison has been involved in strategic meetings and support programs to encourage teachers to complete the process. Recognition dinners were held for all newly certified teachers in June 2005. Governor Fletcher made an address to the newly certified teachers.

² Goal of EPSB, KDE, General Assembly, and Governor's Office.

B. Develop or adopt standards for all certified positions (Marilyn Troupe)

2000-03 Summary: Staff worked with NCATE to revise national standards from professional organizations to ensure that they are performance-based. Staff, in collaboration with the respective professional organizations and the KDE, began review of the standards for guidance counselors and early childhood educators, and development of a technology standard for administrators. Standards for endorsement in school and community nutrition and school safety were developed and approved by the respective state associations and the EPSB. Development began on specialty standards and/or revised regulations for IECE, School and Community Nutrition, Technology for Administrators, School Safety, School Nurse, School Psychologist, and Environmental Education.

2003-04 Update: The EPSB adopted national technology standards for school administrators and national environmental education standards for teachers. The board also developed and adopted Safety Educator Standards, and staff is working with school counselors and higher education to develop recommendations re. national standards selected from the Council for Accreditation of Counseling and Related Education Programs standards. Staff participated in the INTASC review of "Model Standards for Licensing General and Special Education Teachers of Students with Disabilities," and benchmarked the EPSB's new IECE standards.

2004-05 Update: Environmental Education, School Psychology, and School Safety Educator standards have been adopted by the EPSB this year. The Council for Accreditation of Counseling and Related Educational Program Standards (CACREP) were approved by reference. Staff continues to work with the INTASC Center for Teacher Quality to determine how best to incorporate the Model Standards for Licensing General and Special Education Teachers of Students with Disabilities.

C. Encourage effective continuous professional growth (Robert Brown)

2000-03 Summary: A total of 236 teachers participated in the CEO program. Staff worked with educational cooperatives to establish the program on a regional basis, and programs were implemented in Jessamine County School District and the Northern Kentucky Educational Cooperative.

Fourteen different modules in special education, assessments, education reform specifics, classroom management, and substitute training were developed for placement on KyEducators.org, the EPSB's website devoted to professional development for teachers and administrators, developed in collaboration with the Kentucky Virtual University, and more than 200 teachers and administrators enrolled. KyEducators.org hosted 14 different modules, and enrolled over 200 teachers and administrators. Discussions continued with the Southern Regional Education Board, the University of Indiana, the Learning House, and other providers to increase offerings. Development began on modules focusing on teaching English as a Second Language students in the regular classroom, new principals, applying the teacher standards in the classroom, developing the KTIP portfolios, and mentoring of NBPTS candidates.

2003-04 Update: *Thirty-one teachers gained rank change through the CEO, and five cooperatives and one school district sponsored the "Building Your Own Plan" seminars, in which 228 teachers enrolled.*

KyEducators.org hosted 24 different modules, and 2,720 persons registered to take a course. Eight additional modules began development:

- *Successful Teaching in the Alternative Setting*
- *You're a Principal -- Now What?*
- *National Board Mentoring*
- *Physics in the Elementary/Middle School Classroom (Electricity and Magnetism; Temperature and Heat)*
- *KTIP: Mentoring*
- *KTIP: Unpacking the Standards*
- *KTIP: Building Your Teacher Work Sample*

Plans also began for partnering with the University of Indiana to add over 100 new modules focusing on using technology in the classroom. Links also were planned to the Southern Region Education Board, the George Lucas Education Foundation, and the Kentucky Center for School Safety.

2004-05 Update: *Thirty-seven teachers gained rank change through the CEO, and seven cooperatives and one school district sponsored the "Building Your Own Plan" seminars, in which 258 teachers enrolled.*

Plans also began for partnering with the University of Indiana to add 70 new modules focusing on using technology in the classroom. Links also were planned to the Southern Region Education Board, the George Lucas Education Foundation, and the Kentucky Center for School Safety.

- D. Receive and process disciplinary actions in a fair, efficient, and consistent manner
(Brenda Allen)

2000-03 Summary: *Presentation of case materials for the EPSB was reorganized and restructured to facilitate review, and a new electronic case tracking system and database was designed and implemented. A listing of past disciplinary actions, in addition to current disciplinary actions, was included on the EPSB's certification database. Training sessions were conducted for all EPSB members. The EPSB amended KRS 161.120 to streamline disciplinary actions and add new definitions of "suspension" and "revocation." Quarterly training for CATS offenses was developed in collaboration with the KDE, and EPSB staff approved two remedial training programs for educators who were found to have violated the Code of Ethics. The format for Agreed Orders and witness interviews was standardized, and the EPSB Procedure Manual was completed and approved.*

Sixty-two of 97 pre-2001 open cases were closed. More disciplinary cases were resolved during 2002-03 than ever before, the number of certificates revoked was twice that of 2001-02, and the number of suspensions tripled. Agreed Orders were utilized to reach acceptable resolution to more than 75 cases, thereby saving the agency an average of \$8,000 per hearing.

Development of an improved legal case-tracking database that will link with other databases within the EPSB began, and the Division of Legal Services assumed the duties of the now-defunct Division of Legislative and Public Relations.

2003-04 Update: *One hundred forty-three cases were opened, and 69 of them were closed. Of those, 53 were settled by agreed order, and 11 via Final Orders of a hearing officer. The EPSB revoked 28 certificates and suspended 20 others. No repeat offenders were reported among persons whose certificates were reinstated. Two-thirds of the cases pending from past years were closed; of the 12 remaining, many are awaiting resolution of criminal matters.*

The EPSB was recognized as a leader in fair, efficient, and appropriate disciplinary procedures by the National Association for Directors of State Education and Certification's Professional Practices Committee, and the EPSB's General Counsel was asked to serve on the Professional Practices Planning Committee. The EPSB hosted the national convention of the Professional Practices Committee in Louisville in October 2003, and the EPSB's General Counsel was asked to present again at the Fall 2004 conference.

Implementation of the web-based certification database enabled legal staff to access records and input case information, thereby increasing case processing efficiency, and decreasing instances of improper certification. As directed by the EPSB, the General Counsel visited preparation programs to talk with student teachers re. the Professional Code of Ethics, and these visitations became a regularly scheduled activity within the preparation program format. A new attorney was hired to assist with the processing of cases and regulations.

2004-05 Update: *The number of cases opened rose by 16% – 170 cases were opened and 149 were closed. Of those, 62 were settled by agreed order and five by final order after trial. The number of revocations and suspensions rose slightly – 32 certificates were revoked, 24 suspended, and 51 educators received admonishments. Thirty-seven educators were required to obtain board approved training, alcohol and substance abuse counseling, or anger management training. The EPSB approved its first training in the area of “anger management” to address a growing need with the recent rise in the number of assaults by educators against students.*

During the Fall 2004, all EPSB attorneys attended the annual conference for educator misconduct conducted by the National Association for State Department of Teacher Education and Certification (NASDTEC) Professional Practices Institute, during which the Kentucky Model for educator discipline was showcased. The EPSB routinely disciplines educators for serious ethical and criminal violations in areas that remain untouched by many other state teacher disciplinary units. This presentation resulted in numerous requests for copies of the EPSB's statutes and regulations. Ohio and Tennessee took affirmative steps to model their laws after Kentucky's. The Tennessee State Department of Education asked the EPSB's General Counsel to serve on Tennessee's statewide taskforce on educator discipline.

The EPSB remains a national leader in sound legal processes and procedures in this area that assist in upholding the dignity and integrity of the education profession.

The EPSB's Ethics Seminars provided for student teachers at colleges and universities throughout the state were highlighted at this conference as a proactive strategy to reduce educator misconduct.

Nine colleges and universities requested that EPSB legal staff provide ethics seminars, with most routinely incorporating them into their programs each semester.

The EPSB's certification database was modified to allow the public to view the suspension or revocation status of an educator's certificate. It also allowed certain administrators within each district to determine if a disciplinary case was currently pending.

The EPSB began requiring that those whose certificates were revoked or suspended submit their certificates to the EPSB. Any certificate subsequently issued now provides "REVOKED" or "SUSPENDED" and the relevant timeframe on the face of the certificate. This assists district hiring authorities in making well-informed hiring decisions.

VI. Research and development activities shall be undertaken, as appropriate, to assist in the accomplishment of EPSB responsibilities and goals.

A. Expand research efforts (Robert Brown)

2000-03 Summary: Requests for Proposals were promulgated for researchers to assist staff in reviewing the CEO program and the status of emergency- and probationary-certified special education teachers. Reports were made to the EPSB in March 2002, and resulted in programmatic and procedural changes.

During 2002-03, the following research projects were undertaken:

- *TOEG: A Higher Education Act, Title II three-year grant of \$11.4 million to advance on-going state initiatives to ensure that all beginning teachers have content preparation and teaching performance skills to produce high levels of P-12 learning, and to increase statewide accountability for teacher performance. The project is aligned with Kentucky's legislative mandate for teacher quality, the CPE's Teacher Education Action Agenda, and the Kentucky Board of Education's goals for high performing schools.*
- *PRAXIS Alternatives: Pursuant to SB 192 (2002 General Assembly), staff commissioned a "white paper" to explore issues surrounding the development and use of alternative assessment instruments for assessing new teachers' content knowledge and teaching skills.*
- *KTIP Study: Staff commissioned a study of the new KTIP scoring system, and found that it was well received, and that most resource teachers indicated high levels of professional growth via their having served on KTIP committees.*
- *Middle School: Staff conducted a study of middle and secondary school teachers' transcripts to ascertain the percentage with less than a major in their content area(s).*

2003-04 Update: The following research activities were undertaken:

- *A transcript study of middle and secondary teachers to determine the percentage who hold "majors" in their teaching areas;*
- *A review of the role of the teacher educator on the KTIP committee;*
- *Development of the "next generation" of curriculum for new superintendents; and*
- *Review of alternative route retention (see VI.B);*
- *Analyses of national studies re. policy implications for Kentucky; and*
- *TQEG issues.*

Results of the alternative assessment "white paper" and the transcript study were presented. A follow-up partnership with Jefferson County School District was developed for implementation during 2004-05 to study the correlations among teacher transcripts, other teacher preparation data, and student learning.

2004-05 Update: The following research activities were undertaken:

- Responded to 110 information requests from a variety of persons and organizations including institutions of higher education, commercial organizations, other state agencies, the media, and private individuals;
- Completed white papers on value-added analysis, teacher leadership, teacher assessment, teacher professional development, and reviews of significant research;
- Captured information from 900 transcripts for the Jefferson County project (ongoing);
- In collaboration with KDE and the Kentucky World Language Teachers' Association, investigated the increase in foreign language teacher admissions (ongoing);
- Began a project to investigate the possibility of developing a method for linking teacher training institutions to student achievement; and
- Assisted Title II staff with a number of research and data analysis requirements.

B. Conduct supply and demand studies with the following emphases: (Robert Brown)

- teachers of exceptional children, including how to increase the number and retain those who are currently practicing
- teachers in specific content areas
- teachers in specific grade levels
- substitute teachers

2000-03 Summary: An attrition study was conducted by Drs. Steve Clements and Skip Kifer, University of Kentucky. Staff participated in the Kentucky School Board Association's Task Force on Enriching Teaching, which focused on recruitment, retention, and respect, including improving working conditions and human resources activities in local districts. Attrition data for 1988-1995 indicated an overall attrition rate after three years of 15%, which is half the national average.

2003-04 Update: An attrition study of teachers who have entered teaching via one of the EPSB's alternative routes was completed, and approximately 70% of those who entered teaching during the past four years were still teaching. The highest retention rate was maintained by the Local District Option (Jefferson County), which had 96% of the completers still in the classroom, and the lowest retention rate was that of the College Faculty Option, which had 33% still in the classroom. Those teachers coming via the University-Based Option had a retention rate of 76%.

2004-05 Update: The table below represents teacher retention rates for 2003-2005 by content and level by percent.

| SUBJECT | Retention 2002-2003/ 2003-2004 | Retention 2003-2004/ 2004-2005 |
|-------------------------|---|---|
| ART | 90.3 | 90.9 |
| BIOLOGY | 89.8 | 91.4 |
| CHEMISTRY | 88 | 93 |
| CTE | 86.6 | 86.1 |
| EARTH SCIENCE | 90 | 93.3 |
| FOREIGN LANGUAGE | 86.4 | 86.5 |
| LANGUAGE ARTS | 91 | 92.5 |
| MATH | 91.6 | 92.7 |
| MUSIC | 89.8 | 90.6 |
| PHYSICS | 88.2 | 93.8 |
| READING | 92.1 | 93 |
| SCIENCE | 91.1 | 93.1 |
| SOCIAL STUDIES | 91.6 | 93.0 |

| SCHOOL LEVEL | Retention 2002-2003/ 2003-2004 | Retention 2003-2004/ 2004-2005 |
|--|---|---|
| Early Child Education School | 90.3 | 90 |
| Elementary School | 92.4 | 92.6 |
| Elementary/High School (HS) Combination | 79.8 | 81.3 |
| Four-year HS | 88.5 | 90.5 |
| Junior HS | 93 | 91.6 |
| Junior-Senior combined or Undivided HS | 89.8 | 89.4 |
| Middle or Upper Elementary Schools | 90 | 91.8 |
| Senior HS | 80 | 90.9 |

C. Seek additional funding through grants and state support for research staff and activities (Robert Brown; Tommy Haynes)

2000-03 Summary: Additional funding was included in the EPSB's 2000-02 budget requests, but statewide budget reductions precluded all expansion. No additional funding for research was provided by the 2003 General Assembly, but ongoing capital project monies provided by the 2000 General Assembly were used to continue developing the database infrastructure, which makes the research possible. See also Goal VI.A above.

2003-04 Update: No additional money was available in the state budget, and the EPSB did not qualify for federal Transition to Teaching funds because it is not viewed by the Federal Government as the "state education agency."

2004-05 Update: No additional funds available in the state budget.

- D. Conduct a longitudinal study of new teachers through their fifth year on the job
(Robert Brown)

2000-03 Summary: The study was delayed until full implementation of LEAD was completed.

2003-04 Update: This study was redesigned to become an on-line computer application and is scheduled for development during 2004-05.

2004-05 Update: The longitudinal study was placed on hold for the on line application due to immediate technological needs. This process is still in development.

- E. Evaluate the effectiveness of new teachers' and new principals' participation in
KTIP/KPIP (Robert Brown)

2000-03 Summary: The study was delayed until Summer 2003. See also Goal VI.A above.

2003-04 Update: TOEG funded an external review of KTIP by an interdisciplinary team from the University of Louisville, and the study is on-going. KPIP did not exist during 2003-04.

2004-05 Update: TOEG funded an external review of KTIP by an interdisciplinary team from the University of Louisville, and the study is on-going. KPIP was reinitiated for the 2005-06 school year.

- F. Evaluate the effectiveness of preparation programs' implementation of
continuous assessment (Marilyn Troupe)

2000-03 Summary: The on-demand tasks developed by the EPSB and those developed by the institutions were incorporated in teacher preparation programs as part of the continuous assessment process, which is reviewed annually by the CARC. CARC also developed and disseminated to all institutions a Continuous Assessment Plan Guide for NCATE 2000 Standard 2 to assist in preparing for accreditation. CARC held two seminars to assist colleges/universities, and continued work with the Reading Committee in reviewing all continuous assessment plans prior to accreditation visits. Western Kentucky University and Kentucky State University implemented "work samples" for the assessment of new teachers, and the EPSB's Title II grant also studied new assessment methodologies.

2003-04 Update: Review of accreditation standards revealed institutional difficulty in meeting Standard 2, and the Reading Committee and CARC devised an action plan to address the problem. CARC began reviewing all Continuous Assessment Plans before they were sent to the Reading Committee, and special attention was given to Standard 2 during technical assistance. Staff worked with NCATE to clarify the Standard 2 rubric.

2004-05 Update: It is evident through the accreditation, emergency review, and KEPP Report Card that a number of educator preparation programs are experiencing difficulty with assessment. A review of the data reveals that candidate, program, and unit assessment continues to be problematic for institutions. Staff, in collaboration with Title II Grant staff and NCATE staff, will address the issue in Fall 2005. Staff will also work with the CARC to review and revise the process used.

- G. Set as a priority a longitudinal study of alternative routes to certification for both teachers and administrators (Robert Brown)

2000-03 Summary: This study was not set as a priority in 2000-02.

2003-04 Update: See VI.B.

2004-05 Update: Not yet implemented. Conversations and sessions have been conducted through the Commonwealth Collaboration of School Leadership Preparation (CCSLP) at a Leading Change Conference in Louisville hosted in conjunction with the Wallace Foundation Grant. The need for this type of accountability was mentioned by representative Deans and/or Chairs as a point of agreement.

- H. Study the linkages between preparation programs and PRAXIS scores, teaching success, and student performance on the CATS (Commonwealth Accountability Testing System) assessment (Robert Brown)

2000-03 Summary: This study was not undertaken during 2000-03.

2003-04 Update: This study again was not implemented during 2003-04, but is becoming increasingly "doable" because of the KDE's increasing capacity to collect student-level data via a statewide accumulator of STI school-level data. EPSB staff continued to monitor KDE's progress so as to determine the study's feasibility.

2004-05 Update: This study has not been completed. However, university and state agencies met in May 2005 at a Leading Change conference in Louisville to discuss several issues. One of the topics included university accountability linked to student achievement. The CCSLP has requested data to assist in matching principals in schools to the certifying university. This purpose of this information is to discover patterns of successful schools to the principal. The CCSLP hopes to use this data and provide surveys to principals on their perceptions of their programs and their effectiveness in preparing principals for the school.

VII. The efficient and effective operation of the board and its staff shall be facilitated via the provision of adequate staffing, technological support, facilities, and financial resources.

- A. Promote statewide and nationally the EPSB's identity and responsibilities (Phillip Rogers)

2000-03 Summary: The EPSB was separated from the KDE and created as an independent agency attached to the Office of the Governor by Executive Order #2000-851, effective 7/1/00, and confirmed by the 2001 General Assembly. All financial and personnel records transferred to the Office of Management and Budget (OMB). Additional resources and 18 additional staff positions were provided via the 2000 budget bill. Six agency divisions were created to align with the EPSB's goals.

Temporary space was leased to house staff and consultants working on creating the interagency enterprise portal database.

Staff worked with the Governor's Office of Policy and Management and OMB to realign the budget accounts with actual spending needs and EPSB goals. An Accounting, Personnel, and Operating Procedures Manual was developed and continually updated to increase effectiveness and efficiency of internal operations. Key staff were trained and given access to the Management Analysis Reporting System to facilitate personnel and financial reporting among state agencies. Contract preparation/tracking, technology purchase tracking, and equipment inventory processes were designed and implemented.

Bi-weekly leadership staff meetings were implemented. Professional development and shadowing opportunities were provided for staff, and evaluation coaching sessions were held biannually. Annual leadership staff evaluations were completed by the Executive Director. An agency-specific handbook was designed.

The EPSB was awarded the Gubernatorial Award for the Achievement of Having Met or Surpassed the Affirmative Action Percentage Goals for Minorities and Females in 2001 and 2002.

The Standard, a newspaper-type publication delineating the roles and responsibilities of the EPSB, was sent to all teachers, administrators, legislators, and interested parties in May 2001. A newsletter highlighting actions of the EPSB also was sent after each EPSB meeting. Leadership staff was assigned to cover every meeting of the regional cooperatives, and attended numerous state and national conferences. The EPSB's Troops to Teachers Program was represented at numerous job fairs, and highlighted in the national media.

During 2002-03, budget constraints and the impending agency move to new physical facilities severely curtailed the publishing of information materials. Greater emphasis was put on developing the EPSB's web site, and "News You Can Use" updates were sent on a regular basis to school district and higher education personnel. Leadership staff maintained its contacts with the regional cooperatives, and continued to attend state and national meetings as the budget allowed.

2003-04 Update: *Leadership staff continued to have a viable presence at state and national meetings. Of particular import was attendance at all superintendents' education cooperative meetings, P-16 meetings, and meetings of college/university faculties. Staff also made presentations at numerous national meetings as reflected elsewhere in this document.*

The agency moved to new headquarters in the Kentucky Higher Education Assistance Authority's building in September 2003, and in January 2004 was moved organizationally under the newly formed Education Cabinet. Subsequently, discussions began regarding EPSB responsibilities and how best to highlight the work of the agency (e.g., alternative route options, Code of Ethics). These discussions are continuing. The process to make official the agency's internal elimination of the defunct Division of Legislative and Public Relations and Division of Technology was begun. An interim Director of the Division of Certification served during the 2003-04 year, and a permanent director was hired, effective July 1, 2004. Office procedures, including bi-weekly meetings of leadership staff, continued as before, staff evaluations were completed in a timely fashion, and monthly meetings for temporary and support staff were instituted. The EPSB again was awarded the Gubernatorial Award for the Achievement of having Met or Surpassed the Affirmative Action Percentage Goals for Minorities and Females in 2003.

2004-05 Update: The commitment of staff to promote the mission priorities and activities of the EPSB continues to be high. Nothing exemplifies the EPSB more than our agency-wide commitment to professional, accurate, and personable customer service. As we automate more and more of our processes, we continue to look for ways we can maintain our reputation for being accessible and competent.

Although EPSB has enjoyed an outstanding reputation for customer service over the years, the development of an array of web-based reports for individual applicants and local districts to use (see VII. C.) has resulted in furthering this reputation. Many superintendents have commented favorably, especially on the benefits of the Kentucky Educator Certification Inquiry (KECI) system. One superintendent commented "...finally we get some benefit from all the data we have been sending Frankfort."

Leadership staff continues to represent the EPSB at many local, state, and national meetings. While continuing to attend all superintendent education cooperative meetings, our leadership staff also attend and often times present at national meetings and conferences. Recent opportunities for involvement:

- American Association of Colleges of Teacher Education*
- Center For Improving Teacher Quality – INTASC*
- Education Trust P-16 Institute/NASH*
- National Association of State Directors of Teacher Education and Certification*
- National Council for Accreditation of Teacher Education*
- Governor's EEO Conference*
- Education Commission of the States*
- National Center for Teaching for America's Future (NCTAF)*
- National Troops to Teachers Conference*
- National Governor's Association Educational Summit*

The EPSB continues to maintain a high level of state and national recognition as an agency committed to supporting high quality professional educators. Among a review of all fifty states, the 2005 Education Week Quality Counts report on efforts to improve teacher quality ranked Kentucky as fourth (tied with Arkansas). This the fourth consecutive year Kentucky has been placed in the top five of Education Week's Quality Counts report.

B. Create a teacher demand methodology (Robert Brown)

2000-03 Summary: This was a new initiative of the EPSB, effective 2003.

2003-04 Update: See VI.D.

2004-05 Update: Progress toward this initiative has not been completed. See VI. D.

C. Expand the EPSB's technological services (Robert Brown)

2000-03 Summary: PSD course assignments were transferred from the KDE and a new Local Educator Assignment Data (LEAD) system was implemented statewide, with annual audit reports given to the EPSB and Commissioner of Education.

A new EPSB database was designed, with the following applications:

- Teacher Certification Inquiry (TCI) – Web-based screen allowing school districts and public-at-large to look up a teacher's credentials and why they are allowed to teach.*
- Preparation Module – Records electronically admission and exit data for colleges and universities; provides "pipeline" data on supply/demand and information for accreditation; currently being beta tested.*
- Induction Module – Electronic/web-based formats for IPR and resource teacher timesheet; in design/programming stage.*
- Consumer Bulletin Board – Provides information re. professional development opportunities; being developed in collaboration with KDE*

Staff, in collaboration with KDE, developed a portal and reengineering project, including implementation of a metadata database and data collection tool. Staff also worked with the Southern Regional Educational Board, the National Commission on Teaching and America's Future, and the Southeast Center for Teaching Quality on cross-state teacher data projects.

Staff developed a new network infrastructure model, providing for enhanced security, mobile computing, and EPSB control of application processing resources. The Preparation Module, the Kentucky Educator Certification and Internship Module, the IMS Module, and the Cooperating Teacher Module all were completed and tested. A "highly qualified" teacher calculator was designed for use by teachers and administrators pursuant to the federal No Child Left Behind Act of 2001.

2003-04 Update: *Technology services and staff were totally revamped, resulting in the following achievements:*

- Implementation of an EPSB web application hosting environment, thereby eliminating the EPSB's reliance on outside environments and continual shut-downs due to connectivity problems between KDE and the Commonwealth Office of Technology;*
- Implementation of a NET application environment and discontinuation of the ColdFusion environment used at KDE, thereby allowing for newer, more robust technologies;*
- EPSB application development standards and guidelines, used during 2003-04 in development of the following:*
 - ✓ WebE)3 (replaced old certification mainframe and allows sharing of data)*
 - ✓ IMS (Confirmation of Employment, Resource Teacher Timesheet, Intern End-of-Year Report; digital signatures)*
 - ✓ Highly Qualified Calculator and Highly Qualified Report (for KDE)*
 - ✓ LEAD application*
 - ✓ KEPP Report Card*
 - ✓ Kentucky Educator Certification Inquiry (certification AND roles)*
 - ✓ District Role Manager (district staff will be able to update, and will enable districts to download a file of certification data for their entire staff)*
 - ✓ COOP web application (will allow cooperating teachers to print vouchers instead of EPSB staff having to mail 4000 copies of same)*
- New EPSB website, developed in compliance with the Commonwealth Office of Technology.*

2004-05 Update: The following were achieved:

- **IMS (Confirmation of Employment, Resource Teacher Timesheet, Intern End-of-Year Report; digital signatures)**
- **Highly Qualified Calculator and Highly Qualified Report (for KDE)**
- **LEAD application**
- **KEPP Report Card**
- **My Profile - Allows individuals to maintain their demographic data.**
- **Kentucky Educator Certification Inquiry (KECI the old TCI) now provides certification AND roles for the public and for district personnel certifications (including NBPTS), roles (including KTIP), tests (passed with no scores), and demographics. Educators can now check their own application status via KECI. School District personnel can review permissions within their district. For example, they can search the database and find everyone who holds certain certifications.**
- **District Role Manager (district staff will be able to update roles and run an expired certificates report). Data is being updated in real-time between EPSB and KDE.**
- **COOP web application (will allow cooperating teachers to print vouchers instead of EPSB staff having to mail 4000 copies of same)**
- **New EPSB website, developed in compliance with the Commonwealth Office of Technology.**
- **Probationary, Emergency, and Alternative Route Data are available online. People can obtain real-time data.**
- **Admission & Exit Web Application - Used to collect admission and exit data from our universities & colleges via online web application or via Excel.**
- **Upgraded EPSB's database to 10g and added additional processor**

D. Expand and improve the EPSB's physical facilities (Tommy Haynes)

2000-03 Summary: Preliminary approval was given to the EPSB to expand in its existing location; simultaneously, the EPSB leased additional space to house contractors working on the new data system. The Franklin County Zoning Board subsequently denied permission to move. The Governor's Executive Order pursuant to the 2002 budget crisis negated the EPSB's ability to expand in its existing location. Thus, the EPSB once again was scheduled to move -- this time, to the 3rd floor of the new Kentucky Higher Education Assistance Authority's building in Fall 2003 once renovations were completed. Preliminary capital project plans were submitted for the EPSB to construct its own facility sometime in the future.

2003-04 Update: The EPSB moved to the Kentucky Higher Education Assistance Authority's building on September 27, 2003. New facilities include board conference rooms and additional space for staff. Morale improved immensely. Plans continued as "pending" regarding the EPSB's construction of its own facility.

2004-05 Update: Updated plans were made in the six-year Capital Projects Planning System which includes a 20,000 square foot building to house the EPSB on a permanent basis. A new air conditioning unit was installed to keep the new computer equipment at a level that will survive during the summer months. The previous system remains on site as a backup.