



Ensuring quality educators for Kentucky schools

EPSB 2006-2007 Report on EPSB Goals and Strategies

Vision Statement

Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.

Mission Statement

The Education Professional Standards Board promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Goal 1:

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.

- 1.1.1. Review of programs by Content Area Reviewers, Reading and Continuous Assessment Committee, and Board of Examiners
- 1.1.2. Development of the federal Title II Report
- 1.1.3. Presented the EPSB with the 2006 Emergency Program Review
- 1.1.4. Completed the 2005-2006 New Teacher Survey. Over 6400 respondents made up of student teachers and their cooperating teachers, and teacher interns and their resource teachers. Respondents were given the option of completing the survey online or by phone. Results from the respondents show the highest satisfaction was with preparation in exhibiting and promoting ethical and professional behavior as a teacher. The lowest satisfaction reported was with preparation in designing instruction and assessment for students with special needs.
- 1.1.5. Participated in the Valued Added Assessment Advisory Committee
- 1.1.6. Made accreditation visits and decisions for the following institutions:
 - a. Asbury College-Visit
 - b. Bellarmine University
 - c. Brescia University
 - d. Campbellsville University-Visit
 - e. Lincoln Memorial University
 - f. Midway College-Visit
 - g. Transylvania University-Visit

Strategy 1.2. Document and publish information on the quality of each preparation program.

- 1.2.1. Published the KEPP Report Card
- 1.2.2. Accreditation Recommendations: Accreditation Audit Committee
- 1.2.3. Presented the annual Areas For Improvement report to the EPSB
- 1.2.4. Presented the EPSB with program approval recommendations: Content Review , Reading and Continuous Assessment Review Committees

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Provided technical assistance visits for 12 institutions:
 - Alice Lloyd College
 - Campbellsville University
 - Centre College
 - Georgetown College
 - Kentucky State University
 - Lindsey Wilson
 - Midway College
 - Morehead State University
 - Northern Kentucky University
 - St. Catherine’s College
 - Thomas More College
 - Union College
- 1.3.2. Provided mock accreditation visits for 2 institutions;
 - Campbellsville University
 - Georgetown College

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. Collaborated with Kentucky Department Education (KDE) on Federal grant addressing value-added assessment system
- 1.4.2. Represented the EPSB on the World Language Task Force
- 1.4.3. Represented the EPSB on the Committee on Mathematics Achievement
- 1.4.4. Represented the EPSB on the STEM Task Force (Science, Technology, Engineering, & Mathematics)
- 1.4.5. Represented the EPSB on the KDE Dual Credit Task Force
- 1.4.6. Sponsored the SREB “District and university partnership” workshop
- 1.4.7. Represented the EPSB at the National P-16 meeting in Montana
- 1.4.8. Co-sponsor of the University of Kentucky conference on value added assessment
- 1.4.9. Collected and reviewed the annual NCATE PEDS data

Strategy 1.5. Review programs to ensure focus on student learning.

- 1.5.1. Presented the EPSB with the final report from the Redesigned Master's Program for Rank Change Committee
- 1.5.2. Convened the Redesigned Educational Leadership Program for Principals Task Force
- 1.5.3. Added closing the achievement gap and impact on student learning to guideline revision for all programs
- 1.5.4. Supported the Reading Committee, Continuous Assessment Review Committee, Content Program Review Committee
- 1.5.5. Presented the EPSB with Board of Examiners and Accreditation Audit Committee Recommendations
- 1.5.6. Convened a Kentucky Teaching Standards Committee to merge the new teaching standards and the experienced teacher standards
- 1.5.7. Convened a Guidelines/Protocol Committee to make recommendation on the review of the new master's degree applications
- 1.5.8. Represented the EPSB on the CCSSO/ISLLC Standards revision committee
- 1.5.9. Reviewed applications for CPE Leadership Academy Proposals
- 1.5.10. Reviewed Proposals for the P-16 Go Higher grants at CPE

Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.

- 1.6.1. Maintained representation on the:
 - a. Gifted and Talented Advisory Council
 - b. KDE/IHE Special Education Consortium annual meetings
 - c. KDE's Interdisciplinary Early Childhood Education faculty consortium
- 1.6.2. Conducted Board of Examiners Training in summer of 2006
- 1.6.3. Retrained the Content Review Committee
- 1.6.4. Sent the annual letter to deans/chairs with agency updates and changes
- 1.6.5. Convened the Deans/Chairs Annual Meeting and orientation for new members
- 1.6.6. Attended the KACTE Summer Retreat
- 1.6.7. Attended the KACTE Fall Conference
- 1.6.8. Collaborated with KDE's Minority Recruitment and Special Education staff
- 1.6.9. Served on the NCATE national Unit Accreditation Board
- 1.6.10. Attended and presented at the national NCATE Partnership Clinic
- 1.6.11. Presented at the annual KDE Teacher Leadership Network Conference

Strategy 1.7. Provide accurate and reliable data to support decision making.

- 1.7.1. Supported the K-ITEP: Kentucky Information Technology in Educator Preparation committee – meets regularly, addressing technology and data management problems at IHE's, membership open to all education stakeholders
- 1.7.2. Redesigned state-only annual IHE data report
- 1.7.3. Convened the Educator Preparation Program Quality Measurement Committee to make recommendations on improving the KEPP report card and the calculation of the QPI
- 1.7.4. Collected and presented to the EPSB the annual admission and exit data reports
- 1.7.5. Collected and presented to the EPSB the annual cooperating teacher data reports
- 1.7.6. Collected and reported to the EPSB the results of the annual new teacher survey

Goal 2:

Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Strategy 2.1. Document every assignment of educators in Kentucky public schools.

- 2.1.1. Uncertified teachers or those teaching out of their appropriate areas are identified in the Local Educator Assignment Data (LEAD) report, conducted by EPSB staff each fall and spring. While we still cannot say that there are no teachers “kicking out” on this report, we can say that there is a steady, albeit small, narrowing of the gap. Overall, the percentage of teachers who are clearing the report has risen from 99.77% in Fall 2005, to 99.78% in Spring 2006, to 99.90% in Fall 2007. To put this into actual numbers, of the 43,647 teachers audited in the Fall 2007 report, only 44 kicked out due to a problem with certification for all or (usually) part of their teaching schedule.
- 2.1.2. Discrepancies between educator credentials and the MUNIS job class held dropped from over 950 when first checked in Fall 2005, to 247 in Fall 2006. The MUNIS information, received from KDE annually in the fall, is used by EPSB staff to examine non-teaching positions. Because EPSB staff has suggested corrective action during the Fall 2006 LEAD report, it is anticipated that these discrepancies will drop below 100 during the 2007-08 school year.

Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.

- 2.2.1. The Highly Qualified Teacher Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2007. Based upon data entry by the local school districts, KY has 98.0% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 96.9% HQ rate reported for 2005-06. The complete state-wide HQ teacher report is available by grade range and poverty levels via www.kyepsb.net.

Strategy 2.3. Reduce the number of emergency certificates and persons teaching out of field.

- 2.3.1. The number of emergency certificates declined from 952 in 2005-06 to 832 in 2006-07. It is interesting to note that of these 832 certificate holders, 549 (66%) held other types of full Kentucky teaching certifications or statements of eligibility in other teaching areas. This gives an indication that many of these emergency certifications are being requested to cover a partial schedule or one class only, and the teacher is fully trained (and often experienced) in pedagogy. It should also be noted that, after a rise in 2005-06, the number of probationary certificates dropped from 352 in 2005-06 to 302 in 2006-07.

CREDENTIAL	COUNT
Emergency Certificate For Teaching Arts/Humanities	7
Emergency Certificate For Teaching Drop Out Prevention/Alternative Programs	10
Emergency Certificate For Teaching Social Studies	17
Emergency Certificate For Health Services	2
Emergency Certificate For Teaching English	43
Emergency Certificate For Teaching English As A Second Language	34
Emergency Certificate For Teaching Gifted Education	1
Emergency Certificate For Teaching Reading	8
Emergency Certificate For Teaching French	7
Emergency Certificate For Teaching Spanish	36
Emergency Certificate For Teaching German	1
Emergency Certificate For Teaching Science	2
Emergency Certificate For Teaching Biology	25

Emergency Certificate For Teaching Chemistry	40
Emergency Certificate For Teaching Physics	21
Emergency Certificate For Teaching Psychology	2
Emergency Certificate For Teaching Business Education	8
Emergency Certificate For Teaching Mathematics	50
Emergency Certificate For Teaching School Media Librarian	22
Emergency Certificate For Teaching Computer Science	3
Emergency Certificate For Teaching Auto Mechanics	1
Emergency Certificate For Graphic Arts	1
Emergency Certificate For Teaching Art	9
Emergency Certificate For Teaching Music	14
Emergency Certificate For Teaching Physical Education	19
Emergency Certificate For Teaching Health	27
Emergency Certificate For Teaching Agriculture	2
Emergency Certificate For Teaching Family And Consumer Science	14
Emergency Certificate For Teaching Industrial Technology	1
Emergency Certificate For Teaching Hearing Impaired Pupils	2
Emergency Certificate For Teaching Interdisciplinary Early Childhood Education	31
Emergency Certificate For Teaching Learning And Behavior Disorders	121
Emergency Certificate For Middle School Social Studies	23
Emergency Certificate For Middle School English	15
Emergency Certificate For Middle School Science	33
Emergency Certificate For Middle School Mathematics	33
Emergency Certificate For Teaching Moderate And Severe Disabilities	41
Emergency Certificate For Teaching Visually Impaired Pupils	8
Emergency Certificate For Teaching Home And Hospital	1
Emergency Certificate For Teaching Carpentry	1
Emergency Certificate For Teaching Auto Body	2
Emergency Certificate For Teaching Welding	2
Emergency Certificate For Teaching Dance	1
Emergency Certificate For Teaching Theatre	1
Emergency Certificate For Teaching Earth Science	29
Emergency Certificate For Teaching Computer Information Systems	1
Emergency Certificate For Teaching Technology Education	1
Emergency Certificate For Teaching Elementary, Primary Through Grade 5	56
Emergency Certificate For Teaching Hearing Impaired Pupils With Sign Proficiency	1
Emergency Certificate For Radio And TV Production	1
Emergency for Air Conditioning & Heating	1
Total Count:	832

Strategy 2.4. Monitor the validity and reliability of teacher and administrator assessments.

- 2.4.1. EPSB has established its first annual review of the Kentucky Principal's Test by Special Education consultants from the Department of Education to ensure that test items are congruent with changes in the Department's special education regulations.

2.4.2. 2006-2007 Testing Data

PRAXIS I			
Academic Year	Number of Praxis I test takers who took the test in Kentucky	Number of Praxis I test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of Praxis I tests administered in Kentucky
2002-2003	1,464	155	3,924
2003-2004	1,392	133	3,972
2004-2005	1,402	102	3,917
2005-2006	1,141	86	3,401

PRAXIS II			
Academic Year	Number of Praxis II test takers who took the test in Kentucky	Number of Praxis II test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of Praxis II tests administered in Kentucky
2002-2003	5,374	710	11,272
2003-2004	5,627	626	11,843
2004-2005	6,134	683	13,130
2005-2006	6,212	561	12,905

School Leadership Licensure Assessment (SLLA)			
Academic Year	Number of SLLA test takers who took the test in Kentucky	Number of SLLA test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of SLLA tests administered in Kentucky
2002-2003	374	21	374
2003-2004	397	25	397
2004-2005	412	41	412

Kentucky Principal Test (KYPT)		
Academic Year	Number of KYPT Test Takers	Number of KYPT tests administered in Kentucky
2002-2003	458	459
2003-2004	461	475
2004-2005	486	511
2005-2006	464	465

Notes for Testing Data:

- i. Counts include any examinee that took a test regardless if the score was reported or not.
- ii. The Academic Year runs from September to August.
- iii. Examinees whose test activity was on hold/cancelled for security reasons are not included in these counts.
- iv. SLLA data include only test code 1010.
- v. PPST data include all formats (test codes 0710, 0720, 0730, 5710, 5720, 5730, 0711, 0721, and 0731).

2.4.3. Test Reviews and Standard Setting Studies (SSS)

Based on criteria of whether it had been more than five years since the last review or SSS, whether the 2005-2006 state pass rate was below 80% , whether data revealed unusual performance trends, or if there had been issues reported from the field, the following tests were selected to be reviewed in June 2007.

- Social Studies: Content Knowledge (0081)
- Social Studies: Interpretation of Materials (0083)
- Mathematics: Content Knowledge (0061)
- Mathematics: Proofs, Models, and Problems Part 1 (0063)
- English Language Literature and Composition: Content Knowledge (0041)
- English Language Literature and Composition: Essays (0042)
- School Psychologist (0400)
- Teaching English to Speakers of Other Languages (0360)
- Early Childhood Content Knowledge (0022)

Strategy 2.5. Document and publish the results of all assessments required of new teachers and new administrators.

- 2.5.1. Collected and published the federal Title II report as required in the HEA
- 2.5.2. Produced the KEPP report card that includes pass rates on new teacher assessments
- 2.5.3. Published the Kentucky Administrator assessment results on KEPP report card

Strategy 2.6. Explore and develop new alternative routes to certification and document the effectiveness of existing alternative routes to certification.

- 2.6.1. Option 6 – Review of data for yearly report
- 2.6.2. Option 7 – World Language programs submitted by Northern Kentucky University with a focus on Asian languages
- 2.6.3. Collaborating with KDE and CPE on the World Language Task Force

- 2.6.4. The implementation of the seven options for alternative certification continued, with growth in Option 6 (University-Based Alternative Route), while all other options remained fairly steady. A total of 2,127 alternative route certificates were issued in 2006-07. Temporary Provisional certificates via Option 6 rose from 859 in 2004-05 to 1,781 in 2005-06 to 1,933 in 2006-07. This growth is likely a result of the decline in emergency certificates as well as the action by the 2004 General Assembly to allow three years for the completion of the Temporary Provisional program.
- 2.6.5. Option 7, approved by the 2004 General Assembly, began at Northern Kentucky University during the summer of 2006 for foreign language teachers. A detailed list of alternative route certifications is provided below.
- 2.6.6. Alternate certificates for school year: 2006-2007

CREDENTIAL	COUNT
Option 2 – Local District Training	22
Option 3 – College Faculty	29
Option 4 – Adjunct Instructor	78
Option 1 – Exceptional Work Experience	36
Option 5 – Veteran of the Armed Forces	29
Option 6 – University Based	1933
Total Count:	2127

- 2.6.7. Probationary certificates for school year: 2006-2007

CREDENTIAL	COUNT
Probationary Cert For Moderately And Severely Disabled	24
Probationary Certificate For Gifted Education, All Grades	12
Probationary Certificate For Interdisciplinary Early Childhood Education, Birth To Primary	73
Probationary Certificate For Learning And Behavior Disorders, Grades K-12	128
Probationary Certificate For Teaching Industrial Technology, Grades 5 Through 12	2
Probationary Certificate For Teaching Middle School English, Grades 5-9	10
Probationary Certificate For Teaching Middle School Math, Grades 5-9	20
Probationary Certificate For Teaching Middle School Science, Grades 5-9	19
Probationary Certificate For Teaching Middle School Social Studies, Grades 5-9	6
Probationary Certificate For Teaching Technology Education, Grades 5 Through 12	2
Probationary Certificate For Teaching The Hearing Impaired, Grades K-12	2
Probationary Certificate For Visually Impaired, Grades K-12 L	3
Probationary Endorsement For Teaching The Visually Impaired, Grades 1-12	1
Total Count:	302

Strategy 2.7. Maintain a focus on continuous improvement of all certification procedures and processes.

- 2.7.1. Continued to work with institutions and school districts to provide accurate data
- 2.7.2. Reviewed alternative route to certification issues with KACTE members at the Spring Conference
- 2.7.3. Summer mailing the Deans and Chairs will re-state the issues related to alternative route to certification with an offer of technical assistance
- 2.7.4. The online Kentucky Principal Test (KYPT) will be administered at Gateway in northern Kentucky and at Somerset KCTCS campuses June 2, 2007. Examinees receive pass/fail results on site and score reports are sent via mail after item analyses are conducted.
- 2.7.5. The leadership approach for the past three years has been based around ongoing communication with those who do the work on a daily basis. This has led to a regular dialogue between Certification staff and Technology staff to make constant improvements to the Web E03

processing system to expedite the certification process. Staff has had direct input, resulting in changes in how consultants handle the summer rush season. This has reduced turnaround time while still maintaining rapid response to phone and e-mail inquiries.

- 2.7.6. Systems are being developed to allow for the online certification of Emergency Substitute teachers, which should begin by Spring 2008. With additional funding sought in the upcoming biennial budget, more on-line applications can be developed for other types of certification.

Strategy 2.8. Provide accurate and reliable data to support decision making.

- 2.8.1. Staff is providing technical assistance to all IHE's in correcting inaccurate data entries related to candidates
- 2.8.2. The Web E03 system has been enhanced to allow the division director to view daily reports on the number of certificate transactions that are occurring daily. This is especially useful during the busy season to make changes in how we utilize personnel in responding to other inquiries. We look forward to improvements in our telephone system to allow more flexibility in more effectively routing calls, and we are hopeful that may be addressed in the next budgeting cycle.
- 2.8.3. The purchase of the Zoomerang software has been very helpful in providing timely data to the board of a more anecdotal nature (and at low cost), e.g., information on the experiences of alternative certified teachers. This was also very useful in gathering information on the state of doctoral programs in education administration during the work of the Education Leadership Redesign Work Group.
- 2.8.4. The division director continuously interacts with constituent groups to gather information relative to the division's services as well as possible needs of districts. These efforts include meeting with and/or presenting to human resources directors, university personnel, and other district personnel formally on at least 15 occasions per year.
- 2.8.5. The federal highly qualified report was completed and presented to KDE on time.

Highly Qualified (HQ) Summary Report

		Spring 2006-2007 Statewide (264817 total courses)			
School Level	Poverty Level	% of Courses with a HQ Teacher	% of Courses without a HQ Teacher	# of Courses Requiring HQ	# of Courses with HQ Teacher
Elementary	Low	99.4%	.6%	22941	22812
Elementary	Mid	99.5%	.5%	38450	38259
Elementary	High	99.3%	.7%	15876	15761
Elementary	All	99.4%	.6%	77267	76832
Secondary	Low	97.6%	2.4%	30047	29322
Secondary	Mid	97.7%	2.3%	48575	47439
Secondary	High	97.2%	2.8%	20153	19598
Secondary	All	97.6%	2.4%	98775	96359
Unknown	Unknown	88.1%	11.9%	6127	5397
Unknown	All	88.1%	11.9%	6127	5397
All	Low	98.4%	1.6%	52988	52134
All	Mid	98.5%	1.5%	87025	85698
All	High	98.1%	1.9%	36029	35359
All	Unknown	88.1%	11.9%	6127	5397
All	All	98%	2%	182169	178588

Goal 3:

Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

<i>Strategy 3.1. Promote awareness of the EPSB Code of Ethics.</i>

- 3.1.1. The Code of Ethics is included in the program guidelines and review of programs
- 3.1.2. The Code of Ethics will be part of the accreditation process for Fall 2007
- 3.1.3. In July of 2006, nearly 36,000 copies of the Professional Code of Ethics brochures were mailed to all school districts so that each teacher will have a copy of the code prior to the beginning of the 2006-2007 school year. Ninety-three (93) school districts requested a total of 28,000 copies of the brochures. Staff also sent 100 copies to each of the other 82 school districts with a memorandum from Dr. Rogers regarding the expectations for professionalism from certified personnel and a note to the superintendents regarding information on how to request additional brochures for school staff.
- 3.1.4. The EPSB Division of Legal Services continued to provide Ethics Seminars for student teachers at colleges and universities throughout the state.
 - a. School Systems by District
 - Butler County Schools (2 visits)
 - Campbell County Schools
 - Science Hill Independent Schools
 - Todd County Schools
 - b. Colleges and Universities
 - Brescia College (Annually)
 - Campbellsville University (Annually)
 - Centre College (Annually)
 - Eastern Kentucky University
 - Georgetown College (Spring/Winter)
 - Kentucky Christian University (Grayson, KY)
 - Kentucky Wesleyan University
 - Lindsey Wilson College
 - Morehead State University
 - Northern Kentucky University
 - Spaulding University
 - Union College (Annually)
 - University of the Cumberlands (Annually)

<i>Strategy 3.2. Maintain an accurate data base of misconduct and character and fitness cases.</i>

- 3.2.1. A new Legal Case Tracking System (LCTS) is in development by the EPSB's Branch of Technology which will replace the Division of Legal Service's Microsoft Access data system. This system is being designed to aid in increasing the overall efficiency of the Division, as well to collect data to better advise the Board on issues relating to teacher misconduct.

Strategy 3.3. Present all cases for review to the EPSB in a timely manner.

- 3.3.1. 316 disciplinary cases were opened in calendar year 2006 and 256 character and fitness cases were opened and reviewed. The EPSB voted to hear 174 cases. The mean number of days between opening a case and presentation to the Board for probable cause was 76.3. Educators are given 30 days to submit a rebuttal and then the case is prepared for review by the Board.
- 3.3.2. In 2006, the EPSB revoked 23 certificates and suspended 23 certificates. 60 cases were resolved by agreed order and the EPSB issued 8 final orders, 7 orders revoking certificates and 1 order suspending a certificate.

Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.

- 3.4.1. During the fall of 2006, all EPSB attorneys attended the annual conference for educator misconduct conducted by the National Association for State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute. Focusing on teacher certification and misconduct, this conference has continued to be an excellent opportunity for the EPSB attorneys to not only showcase the EPSB's work, but also to investigate and study other states' laws and procedures. At this year's conference, Dr. Rosa Weaver and Dr. Susan Scollay of Education Developmental Associates (EDA) presented a session on mandated ethics training. Kentucky is the only state currently using mandatory ethics training as a remedial measure in disciplinary cases. Dr. Weaver and Dr. Scollay developed their training in response to the EPSB's specific needs. This program was favorably received and the Kentucky contingent received many questions from other states about the EPSB's practices and the use of EDA's program.
- 3.4.2. The full time staff of the Division of Legal Services attends Administrative Hearing training provided by the Office of the Attorney General's Division of Hearing Officers so that staff fully understands the process and the time constraints involved in the hearing process and is aware of all due process requirements. Staff is constantly reviewing internal procedures to ensure that all educators are treated fairly during the disciplinary process.

Strategy 3.5. Provide accurate and reliable data to support decision making.

- 3.5.1. The EPSB's Kentucky Educator Certification Inquiry (KECI) allows the public to view the suspension or revocation status of an educator's certificate. KECI also permits certain administrators within each district to view whether a disciplinary case is currently pending against an educator. This information is also available to the general public through the Open Records Act upon request.
- 3.5.2. In compliance with the EPSB's August 2004 policy change, individuals whose certificates are revoked or suspended continue to submit their certificates to the EPSB. Any certificate subsequently issued to anyone whose certificate was previously revoked or suspended now provides "REVOKED" or "SUSPENDED" and the relevant timeframe on the face of the certificate. This assists district authorities in making well-informed hiring decisions.

Goal 4:

Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Strategy 4.1. Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.

- 4.1.1. Further refinement of training for KTIP committee members to assist the intern in focusing on student achievement is awaiting KDE's student data tracking system.
- 4.1.2. The EPSB adopted the use of the Teacher Performance Assessment (TPA) within KTIP and set a deadline for full implementation of the TPA.

Strategy 4.2. Maintain a focus on continuous improvement for all EPSB induction and professional advancement programs.

- 4.2.1. The online KTIP homework assignment required as a prerequisite to the face-to-face KTIP committee training is being revised to reflect the changes from the regular Kentucky Teacher Internship Program portfolio to the new Teacher Performance Assessment.
- 4.2.2. The Kentucky Teacher Internship Program Teacher Performance Assessment training is being revised to reflect clarifications needed as communicated from university and local district staff.
- 4.2.3. A Kentucky Teacher Internship Program Interdisciplinary Early Childhood Education Teacher Performance Assessment (KTIP IECE TPA) is being developed to improve the induction program for teachers pursuing IECE certification.
- 4.2.4. Amendments are being proposed to the Continuing Education Option (CEO) regulation to strengthen this professional advancement program.
- 4.2.5. The Intern Management System (IMS) continues to be updated and improved to meet the needs of local district and agency staff. Recent improvements include:
 - TPA requirements were added for the Confirmation of Employment (COE) and Record of Teacher Internship Year (RTIY).
 - Maintains region specific contact information on the EPSB website.
 - Maintains Training Schedule for their institution and is display on EPSB website.
 - Maintains Training Attendee – Regional Coordinator can now enter their training data via the IMS system.
 - RTIY Unsuccessful:
 - Added the ability to process unsuccessful letters automatically for unsuccessful internships.
 - Provided a more efficient method of tracking the number of unsuccessful attempts by an intern.
 - Event Notification:
 - Provided more email notifications to committee members based on certain events. (RTT approval, denied etc.) Users see a message in their inbox once they login to the IMS system.
 - Reports - Provided a report for District Coordinators & Regional Coordinators to see everyone who has been trained based on their association to the district or university.
- 4.2.6. Added the Training Module for Regional KTIP Coordinators:

- 4.2.7. KyEducators was streamlined to focus on the online programs and modules that support the work of EPSB. The following courses are offered through KyEducators.org.

Course ID	SECTION	TITLE
CEO 101	02	CEO Orientation {FREE}
CEO 200		CEO: Building the Plan (currently 37 sections)
IECE 100	01	Interdisciplinary Early Childhood Education (IECE) Committee Member Training {FREE}
ABC 100		Into to KyEducators.org {FREE!}
KPT 100	20	Kentucky Principal Test and Study Guide
KTIP 100	05, 06	KTIP Committee Training Online {FREE}
KTIP 200	03	KTIP Face-to-Face Training Homework {FREE}
NBT 100	01	National Board for Professional Teaching Standards
NBT 101	01	NBPTS: Orientation {FREE}
NT 100	03	New-to-Kentucky Teacher
PT 100	01	PRAXIS II Tests: An Orientation {FREE}
STO 100	02	Substitute Teacher Orientation

NOTE: The KTIP Committee Training Online course is currently being revised to reflect the Teacher Performance Assessment.

Strategy 4.3. Provide accurate and reliable data to support decision making.

- 4.3.1. Modifications were made to the Intern Management System (IMS) Admin Report
- A data component has been added to the Intern Management System that allows agency staff to collect COE Counts by fall, spring, and full year interns by district.
 - Developed and provided a report to IHE of all trained KTIP committee members
- 4.3.2. Maintained the Continuing Education Option (CEO):

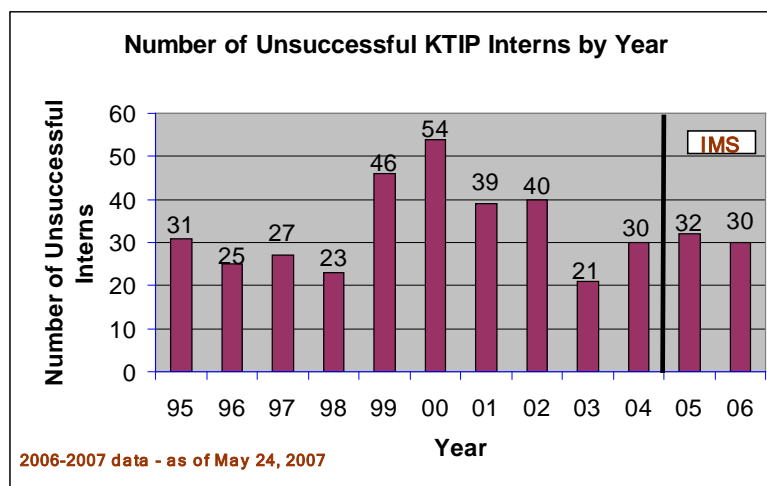
CEO Completion and Rank Change Data			
Year	Rank I	Rank II	Total
1999-2000	13	2	15
2000-2001	95	8	103
2001-2002	30	5	35
2002-2003	65	13	78
2003-2004	21	12	33
2004-2005	26	19	45
2005-2006	11	9	20
2006-2007	16	39	45
Total	277	107	384

2006-2007 Seminar Sponsor and Cohort Data			
Seminar Sponsor	Number of Cohorts	Number of Coaches	Number of Candidates
GRREC	8	4	167
OVEC	1	2	13
CKEC	9	3	102
NKCES	4	2	72
KEDC	6	5	139
JCPS	6	3	111
Mercer Co	2	1	33
Fayette Co	1	1	20
Marshall Co	1	1	35
Owen Co	1	1	15
Total	39	23	707

4.3.3. Kentucky Teacher Internship (KTIP) Data

Number of KTIP Interns				
Year	Fall	Full-Year	Spring	Total
2005-2006	432	2541	519	3492
2006-2007	465	2451 (240 TPA*)	505 (31 TPA)	3421(271 TPA)

* Teacher Performance Assessment (TPA)



2005-2006 KTIP AND CERTIFICATION (IECE & REGULAR KTIP)			
	Fall 2005	Spring 2006	Total
Completed KTIP AND Obtained a Professional Certificate	391	2748	3139
Completed KTIP IECE AND Obtained a Professional Certificate	10	45	55
Total	401	2793	3194

4.3.4. Kentucky Principal Internship (KPIP) Data

Number of KPIP Interns	
Year	Total
2005-2006	257
2006-2007*	270

* as of May 2, 2007

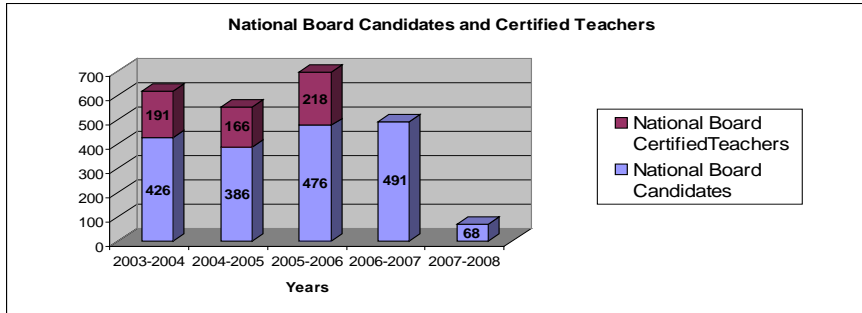
4.3.5. National Board Mentoring Service Providers

- For FY07 EPSB contracted with nine mentoring service providers across the state. These included five educational cooperatives and four local school districts. For FY08, EPSB has contracted with eleven providers (seven cooperatives and four school districts). These are:

- Central Kentucky Education Cooperative (CKEC)
- Green River Regional Educational Cooperative (GRREC)
- Kentucky Education Development Cooperative (KEDC)
- Northern Kentucky Cooperative for Educational Services (NKCES)
- Ohio Valley Education Cooperative (OVEC)
- Southeast/South Central Educational Cooperative (SESCEC)
- Western Kentucky Educational Cooperative (WKEC)
- Fayette County Public Schools
- Jefferson County Public Schools
- Muhlenberg County Public Schools
- Oldham County Public Schools

4.3.6. National Board Data

- Currently there are 1,116 National Board certified teachers in Kentucky



Percent of National Board Certified Teachers by Male vs. Female & Ethnicity <i>November 2006</i>						
Female	Male	Caucasian	African-American	Hispanic	Asian	Not Identified
90%	10%	96%	1%	0%	0%	3%

Number of NBCTs Teaching in Schools Categorized as Being in Tier 0, 1, 2, 3, or 4	
Tier	Number of NBCTS
0	849
1	46
2	5
3	21
4	1
Total	922

Goal 5:

Every credentialed educator is provided a safe and supportive school environment and culture that is conducive to effective teaching and increased student achievement.

Strategy 5.1. Conduct a survey of working conditions of teachers in Kentucky schools.

5.1.1. EPSB staff members have opened discussions with the North Carolina Center for Teaching Quality, which has conducted such statewide surveys in various states during the past five years. EPSB was represented at the February 2007 meeting of this group where a great deal of information was gleaned regarding the implementation of such a survey. Board members were given a summary of the costs and preliminary plans during the Board's winter retreat. At that time, the Board authorized staff to move forward in a partnering approach with KEA, KSBA, and other education stakeholder groups in an effort to find funding and work with the NC CTQ to develop such a survey as soon as possible.

5.1.2. Currently, the EPSB Executive Director is working with KEA leadership to arrange a date for a meeting of decision-makers representing all KY education groups. This will be vital in convening a group of leaders who can commit stakeholder groups to this effort.

Strategy 5.2. Publish the outcomes of the survey.

Strategy 5.3. Use the results of the survey to make recommendations to the Governor and the General Assembly regarding improving the working conditions for Kentucky teachers.

Goal 6:

The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Strategy 6.1. Maintain a qualified and diverse EPSB workforce.

- 6.1.1. Currently, all fulltime positions in the agency are filled.
- 6.1.2. During fiscal year 2007 the EPSB had 2 non-merit and 2 merit staff leave the agency, resulting in an 11% turnover rate.
- 6.1.3. Currently 17% of the EPSB state-employed staff are minorities.

Strategy 6.2. Ensure that all personnel are experiencing life-long learning and professional experiences that supports their professional growth.

- 6.2.1. Presentations by various EPSB staff members were made at
 - a. The NASDTEC Professional Practices Institute in Baltimore, Maryland in October
 - b. Morehead State University's Future Educators of America Convention,
 - c. The KACTE meeting
 - d. AACTE Annual Meeting
 - e. Kennesaw State University
 - f. NCATE Partnership Clinic 2007
 - g. Center for Teacher Quality
 - h. Kentucky Association of School Administrators
 - i. KY Association of Human Resource Managers
 - j. KY Association of Teacher Educators
 - k. South Central KY Supervisors of Instruction
 - l. Green River Region Educational Cooperative Human Resource Managers
 - m. Bluegrass Council of Teacher Educators
 - n. KY Association of Colleges of Teacher Education
 - o. KY Leadership Development Consortium
 - p. Professional Systems, Software and Technology (PSST) District Coordinators Meeting
 - q. KY Association of School Business Officials Training Session
 - r. Murray State University faculty meeting
 - s. Campbellsville University faculty meeting
 - t. Morehead State University faculty meeting
- 6.2.2. EPSB directors represent us with our membership in the following organizations:
 - a. National Association of State Directors of Teacher Education and Certification (NASDTEC)
 - b. National Center for Alternative Certification

- c. Interstate New Teacher Assessment and Support Consortium (INTASC)
- d. National Council for Accreditation of Teacher Education (NCATE)
- 6.2.3. EPSB staff scored IEQ Grants for the Council on Postsecondary Education
- 6.2.4. All eight education cooperatives have EPSB representation
- 6.2.5. EPSB has representation on Blacks in Government
- 6.2.6. All EPSB division directors convened an annual retreat for their staff

Strategy 6.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.

- 6.3.1. The budget process for FY 2009-2010 has begun, but will not be completed until the end of October when a final budget is approved by the EPSB and submitted to the Governor's Office. A budget process overview was presented by the Deputy Executive Director to the EPSB on May 20, giving a preview of the budget schedule and initial budget requests. It is my intent to request increases in funding for both of the intern programs and NBPTS in the 2008-2010 budget package to eliminate the negative impact that it has on operating funds for the agency.
- 6.3.2. Extensive detail analysis has been conducted on KTIP, KPIP, and National Board to provide a better understanding of the funding needs of these programs.
- 6.3.3. Worksheets have been developed in order to more accurately forecast and monitor expenditures for each of our accounts. This will assist leadership in making sound financial decisions on purchases and other financial commitments.

Strategy 6.4. Provide semiannual budget reports to the EPSB.

- 6.4.1. A summary of the FY 2007 budget was presented to the EPSB at their October 23, 2006 meeting. A semiannual report on operating results was presented in January to the Board, detailing the expenditures of each of the divisions and programs versus budget for the first six month. Final results for FY 2007 will be presented to the EPSB at the August 2007 meeting.

Strategy 6.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.

- 6.5.1. The shortfall in funding of the KTIP and KPIP programs has prevented the agency from providing upgrades to the infrastructure which we had hope to achieve this fiscal year. A new telephone system for the agency and a new PA system in the Board room are two projects that have been delayed until funding can be identified.
- 6.5.2. A review of the copier leases has been completed and we are in the process of eliminating one copier, replacing two other copiers with newer, high efficiency equipment and reducing our overall maintenance expense by \$10,000 per year.
- 6.5.3. Centralized filing of contracts and financial documentation is another initiative that is being implemented at the ending of this fiscal year. This process improvement will give us better control and security of documentation.
- 6.5.4. We are replacing 14 computers this fiscal year that are out of warranty and need to be upgraded. We will also be looking into a leasing program that will provide routine replacement of all computers over a period of several years.. Several IT enhancements have been completed this

year, but the primary development project has been the legal tracking system. It is currently in the testing stage and is very close to completion. This system should provide better information on legal case standings and automate much of the manual processing involved in case tracking.

- 6.5.5. We have submitted requests for \$5,000,000 in capital spending for technology in the six-year capital plan for 2008-2012. This capital will allow us to develop enhancements in processing certificates, gathering the necessary information and approvals from education agencies, and develop a more secure, modern infrastructure in technology support for our client services.
- 6.5.6. The EPSB has responded to 280 open record requests in 2006