

Progress Report on EPSB Goals and Strategies July 1, 2009-June 30, 2010

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, in full collaboration and cooperation with its education partners, 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 Approved Teacher Leader Master's Programs as of July 2010:

- Asbury University
- Northern Kentucky University
- Bellarmine University
- Georgetown University
- Morehead State University
- Murray State University
- Spalding University
- University of Louisville
- Western Kentucky University

1.1.2 Approved principal redesign programs as of July 2010:

- Asbury University
- Spalding University

1.1.3 Accreditation decisions 2009 - 2010:

- Murray State University
- University of Louisville
- St. Catharine College (first accreditation)

1.1.4 Accreditation visits spring 2010:

- Centre College
- Union College – (probationary visit)

1.1.5 Accreditation visits fall 2010:

- Eastern Kentucky University
- University of the Cumberlands

1.1.6 Table 1: Programs reviewed in 2009-2010

Institution	Programs Reviewed (Total)	Status of Review
Asbury University	MSD P-12 Bachelor's dual cert and Master's additional (2)	Board Approved 8/09
	Off-site campus request (1)	Board Approved 10/09
	Principal P-12 (1)	Board Approved 1/10
Bellarmino University	Teacher Leader Master's (1)	Board Approved 9/09
Boyce College	Pre-Conditions, Elementary P-5, Integrated Music P-12 (5)	Pending Resubmission; Boyce withdrew Integrated Music proposal
Campbellsville University	IECE B-P Bachelor's (1)	Board Approved 8/09
	Off-site campus request (1)	Board Approved 8/09
	Environmental Ed P-12 Endorsement Bachelor's & Grad Levels (2)	Board Approved 1/10
Eastern Kentucky University	School Safety Endorsement (1)	Pending 8/10 Board Decision
Georgetown College	Teacher Leader Master's (1)	Board Approved 3/10
	Rank I (1)	Board Approved 3/10
Mid-Continent University	Conceptual Framework, Continuous Assessment Plan, Elementary P-5 (3)	Pending Rejoinder and Accreditation Visit in Spring 2011
Midway College	MAT 5-9, 8-12 Math/Biology/English, and LBD P-12 (3)	Pending Review of Rejoinder and Board Approval
Morehead State University	Environmental Ed Endorsement P-12 (1)	Board Approved 8/09
	Teacher Leader Master's (1)	Board Approved 8/09
Murray State University	Teacher Leader Master's (1)	Board Approved 8/09
Northern Kentucky University	All (35)	Pending Rejoinder and Accreditation Visit in Spring 2011
Spalding University	School Guidance Counselor (1)	Board Approved 8/09
	Redesigned Principal P-12 (1)	Board Approved 5/10
St. Catharine College	Elementary P-5 (1)	Board Approved 5/10
	5-9 English and Science (3)	Board Approved 5/10
University of the Cumberlands	Instrumental Music P-12 (1)	Board Approved 8/09
	Vocal Music P-12 (1)	Board Approved 8/09
	Ed.S. with Supervisor of Instruction and Superintendent certification (1)	Board Approved 8/09
	MAT and Option 6 in 8-12 Biology, Chemistry, Earth Science, and Physics (2)	Board Approved 9/09
University of Kentucky	Option 7 Pilot Proposal (1)	Board Approved 5/10
University of Louisville	Teacher Leader Master's (1)	Board Approved 1/10
Western Kentucky University	Teacher Leader Master's (1)	Board Approved 1/10
	GSKy Teach Pilot proposal (1)	Board Approved 3/10
	All (52)	Pending Rejoinder and Accreditation Visit in Spring 2011
TOTAL	129	

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

- 1.2.1 The Accreditation Audit Committee completed biennial reviews for five (5) institutions:
- Asbury University
 - Lindsey Wilson College
 - Mid-Continent University
 - Northern Kentucky University
 - Transylvania University
- 1.2.2 All program approval recommendations were reviewed by Content Area Program Reviewers and the Reading and Continuous Assessment Review Committees.
- 1.2.3 All accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee.
- 1.2.4 The Kentucky Educator Preparation Program Report Card was updated for all institutions in January following submission of Annual Reports and includes current accreditation information.
- 1.2.5 Institutions participating in the NCATE accreditation pilots 2010-2012 include:
- Berea College
 - Morehead State University
 - Spalding University
 - Western Kentucky University

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. The EPSB approved the charter for the Committee to Review Superintendent Programs (CRSP) in January 2010. Participants include all institutions offering superintendent programs, educational agencies, and new and experienced superintendents.
- 1.3.2. A panel of experts was convened to finalize improvements to the Continuing Education Option program. The experts included representation from university faculty, experienced CEO coaches, and a National Board teacher.
- 1.3.3. Technical assistance was provided to institutions of higher education (IHE) regarding Teacher Leader Master's program submissions.
- 1.3.4. Technical assistance was provided to IHEs regarding the principal program redesign.
- 1.3.5. Technical assistance on accreditation and program approval was provided to all institutions that requested support.
- 1.3.6. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.7. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program was provided by EPSB staff.
- 1.3.8. Guidance was provided to IHE personnel to ensure that each Kentucky student teacher is placed with a qualified supervising teacher through the Cooperating Teacher Program.
- 1.3.9. Technical assistance was provided on the EPSB IHE admission and exit data reports.

- 1.3.10. Assistance was provided to IHEs regarding the Higher Education Opportunity Act (HEOA) Title II report.
- 1.3.11. DEP staff facilitated having representatives from WESTAT and the Educational Testing Service at the KACTE Spring 2010 Conference to discuss the new HEOA Title II Report.
- 1.3.12. Staff provided general assistance to IHEs through emails and the telephone.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. Leadership staff are provided access to a variety of educational publications:
- American Education Research Association Journal
 - American Association of Colleges of Teacher Education Policy Briefs-online
 - Association for Supervision and Curriculum Development
 - Education Week
 - The Chronicle of Higher Education
 - Education Trust Equity Express-monthly and online
 - NCATE quarterly newsletter
 - NASDTEC quarterly newsletter
 - The Journal of Law and Education
- 1.4.2. EPSB staff participated in webinars on the NCATE redesign, Title II HEOA redesign, Common Core Standards, AACTE's teacher preparation and clinical experiences, and NCATE/TEAC unification plans.
- 1.4.3. The division director of PLA participated in the SREB conference in May 2010 focused on improving administrative leadership in the schools.
- 1.4.4. The EPSB-appointed Committee to Review Admission and Clinical Experiences (CRACE) was convened to review research and make recommendations for admissions to and clinical experiences in pre-service teacher preparation programs.
- 1.4.5. Division directors for Professional Learning and Assessment and Educator Preparation represented the EPSB on the Interstate New Teacher Assessment and Support Consortium (INTASC) offered through the Council of Chief State School Officers (CCSSO).
- 1.4.6. The division director of Professional Learning and Assessment (PLA) attended the state-wide initiative of Rick Stiggins' work, Continuous Assessment for Student Learning (CASL), as part of a consortium of districts, state agencies, and colleges/universities.
- 1.4.7. The executive director and division directors attended the Unbridled Learning Summit.
- 1.4.8. The PLA division director and staff collaborated with university, district, and education cooperative staff to co-deliver a new train-the-trainers KTIP module.
- 1.4.9. The executive director served on the working group sponsored by the Educational Testing Service (ETS) to develop teacher leader standards.
- 1.4.10. The executive director served on the Wallace Foundation's Leading Change Learning Community that focused on sustaining systemic organizational changes in preparing school leaders.

- 1.4.11. The division director of PLA participated in the Teacher Quality Workshop in May 2010 focused on improving teacher evaluations to increase student learning.

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

- 1.5.1. The EPSB-appointed committee to review teacher leader master's degree program submissions was convened.
- 1.5.2. Training was provided to update the skills and knowledge of the members of the Continuous Assessment Review Committee and the Reading Committee.
- 1.5.3. Current pre-service program review guidelines were revisited in preparation for the NCATE partnership renewal.
- 1.5.4. The EPSB-appointed committee to review the redesigned principal program submissions was convened to ensure that all components are present and focused on instructional leadership.
- 1.5.5. Based on the EPSB-approved recommendations from the Continuing Education Option Task Force, the first cohorts with the new CEO began. The new CEO included information gained from various professional development experiences e.g., professional learning communities, assessment for learning, and high-quality professional development.
- 1.5.6. Based on requirements of the Race to the Top Grant proposal from the U.S. Department of Education, the division directors of Professional Learning and Assessment and Educator Preparation attended regular meetings to provide guidance for programmatic changes to educator preparation programs and evaluations of teachers and leaders as part of the requirements of the Great Teachers and Leaders subcommittee.
- 1.5.7. The executive director served on the federal Race to the Top grant proposal steering committee.
- 1.5.8. The division director of Professional Learning and Assessment participated in monthly meetings to provide guidance to the higher education faculty regarding principal preparation redesign.

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

- 1.6.1 NCATE/State and State-only visit protocols are being reviewed to accommodate the new NCATE accreditation redesign.
- 1.6.2 Board of Examiner training was provided in June 2010 in preparation for the new NCATE accreditation redesign.
- 1.6.3 EPSB staff presented at the 2009-2010 KACTE summer retreat, fall and spring conferences.
- 1.6.4 The endorsement program guidelines were revised to include the Kentucky Core Academic Standards for the new endorsements (i.e., Reading Endorsement and Literacy Specialist, Elementary Math Specialist).
- 1.6.5 Staff attended the INTASC Conference to review the new INTASC teacher standards.

- 1.6.6 Staff represented the EPSB on the Kentucky Department of Education's Deployment and Teacher Effectiveness committees in developing strategies for implementation of Senate Bill 1.
- 1.6.7 The EPSB and KACTE were updated on the unification efforts of NCATE/TEAC.
- 1.6.8 The executive director participated in two NCATE visits outside of Kentucky and has been reappointed to another three-year term as a member of the national NCATE Board of Examiners.

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

- 1.7.1. The Division of Educator Preparation collects data and presents to the EPSB the annual Cooperating Teacher Data Report.
- 1.7.2. The pass rates on Praxis II tests are reviewed annually, and the results are presented to the EPSB.
- 1.7.3. The annual HEOA Title II Report is collected and presented to the EPSB.
- 1.7.4. The items on the EPSB new teacher survey have been rewritten to align with the Kentucky Teacher Standards.
- 1.7.5. The new teacher survey is conducted biennially and the results presented to the EPSB.
- 1.7.6. The executive director serves on the teacher working conditions steering committee. The working conditions survey will provide valuable information to the EPSB and teacher preparation programs.
- 1.7.7. The Division of Educator Preparation working with EPSB technology staff continues to improve the connectivity for the Cooperating Teacher System.
- 1.7.8. Vital institutional and program information is updated regularly on the EPSB website.
- 1.7.9. The accreditation and program approval processes have been documented and reviewed with a business analyst. This process has been undertaken in anticipation of making recommendations to the EPSB on ways to streamline and improve the program review protocols.

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. Although 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 99.90% in Fall 2006 to our most recent report, Fall 2009, where 99.97% of teachers cleared. To put this into actual numbers, of the 41,786 teachers audited in the Fall 2009 report, only 22 kicked out due to a problem with certification for all or (usually) part of their teaching schedule. Of those 22 “kick outs,” though, nine were vacant teaching positions at the time of reporting. All of these problems were rectified after KDE contacted districts concerning them, and no SEEK funding was withheld during the 2009-10 school year due to LEAD errors.
- 2.1.2. In addition, discrepancies between educator credentials and the MUNIS job class held dropped from over 950 when first checked in Fall 2005 to seven in Fall 2009. 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 each LEAD report, it is anticipated that districts will maintain this high compliance rate during the 2010-11 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 (HQT) Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2010. Based upon data entry by the local school districts, Kentucky has 98.3% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 98.8% HQ rate reported for 2008-09. This slight decrease may be attributed to the way in which teachers of students with moderate and severe disabilities (MSD) must be reported to the federal government. During the December 2009 federal audit of Kentucky’s HQT data, the audit team found that the state was not reporting the HQ status of MSD teachers in compliance with federal requirements. Therefore, immediate action was taken by EPSB staff to ensure that the Spring 2010 reflected HQT to comply with federal interpretation. The complete state-wide HQ teacher report is available by grade range and poverty levels via www.kyepsb.ky.gov.

Strategy 2.3. Monitor the validity and reliability of teacher and administrator assessments.

- 2.3.1 ETS, in coordination with the American Council on Teaching of Foreign Languages (ACTFL), developed new world language tests: French (0174), German (0183), and Spanish (0195). In May 2009, Kentucky teachers and teacher educators participated in a review of the tests and recommended moving forward with a Standard Setting Study (SSS) toward adoption of the tests. In July and August 2009, Kentucky teachers and teacher educators participated in the multi-state SSS of the newly developed tests. In May 2010, the Board approved the recommendation to begin using these assessments in 2011.

- 2.3.2 In an effort to explore options for an individual seeking certification in both Health and Physical Education (PE), June 2009, the EPSB hosted a review of the Praxis II Health and Physical Education (0856) test. Both teachers and teacher educators recommended moving forward with a SSS toward adoption of the test. In May 2010, the EPSB approved the recommendation to begin using the optional assessment in 2011. This will decrease the number of tests required of individuals seeking certification in both Health and PE from four to three.
- 2.3.3 The Educational Testing Service (ETS) revised the Business Education (0100) test. In September 2009, Kentucky teachers participated in a multi-state Standard Setting Study (SSS) of the new Business Education (0101) test. In May 2010, the EPSB approved the recommendation to begin using (0101) in 2011.
- 2.3.4 The newly developed Kentucky-specific Interdisciplinary Early Childhood Education (IECE) test (0023) was adopted September 2009. In May 2010, the Board approved the passing score recommendation, which was formulated after review of national and state-specific performance data. The passing score will be required in 2011.
- 2.3.5 Kentucky administrators and higher education faculty participated in a multi-state SSS for the newly developed School Leaders Licensure Assessment- SLLA (1011) in April and May of 2009. At the August 2009 Board meeting, the EPSB waived the passing score requirement of the newly developed SLLA until national and state-specific performance data could be gathered and EPSB staff could convene a Kentucky-specific SSS. Administrators and higher education faculty participated in a state-specific SSS in January 2010. In May 2010, the EPSB approved the recommended passing score to become effective 2011.
- 2.3.6 In October 2009, Kentucky practitioners and higher education faculty participated in a multi-state SSS of the newly developed Praxis II Teaching Reading (0204) test to determine whether the test is suitable for deeming teachers highly qualified (HQ) to teach reading. A state-specific study was also held in January 2010 to determine whether the test is valid for the Reading Specialist endorsement. In May 2010, the Board approved the recommendation to require (0204) of individuals seeking the Reading Specialist endorsement effective 2011. The test will also be used to deem teachers currently certified to teach reading as HQ in reading. Once performance data have been gathered, a passing score recommendation will be taken to the Board.
- 2.3.7 In March 2010, Kentucky practitioners and higher education faculty participated in a review of the Reading Specialist (0300) test to determine whether the test may be valid for the new Literacy Specialist endorsement. As recommended by the review panel, a SSS is scheduled for July 2010 in order to validate the test and formulate a study value (recommended passing score).
- 2.3.8 ETS is currently in the process of developing a Chinese World Language test that will be reviewed for possible use in Kentucky.
- 2.3.9 ETS is in the process of revising several content area tests. Kentucky teachers and teacher educators have participated in multi-state SSSs for social studies and physical education. Other areas scheduled for revision are art, English, math, and music.
- 2.3.10 ETS has agreed to provide states with a standards match of currently used tests to the new Common Core and/or state-specific standards.

Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.

2.4.1. Table 3: Five-Year Summary of Praxis I Tests

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
2004-2005	1,402	102	3,917
2005-2006	1,141	86	3,401
2006-2007	1,020	77	2,678
2007-2008	1,111	73	3,045
2008-2009	912	98	2,603

2.4.2. Table 4: Five-Year Summary of Praxis II Tests

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
2004-2005	6,134	683	13,130
2005-2006	6,212	561	12,905
2006-2007	5,894	592	11,980
2007-2008	5,879	808	12,100
2008-2009	6,013	965	11,948

2.4.3. Table 5: Five-Year Summary of the 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
2004-2005	412	41	412
2005-2006	364	34	364
2006-2007	293	16	295
2007-2008	390	57	398
2008-2009	377	30	378

- i. Counts include any examinee who took a test whether the score was reported or not.
- ii. The academic year runs from September to August.
- iii. Examinees whose test results were on hold or for security reasons are not included.
- 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)

2.4.4. Table 6: Five-Year Summary of the Kentucky Principal Test (KYPT)

Academic Year	Number of KYPT test takers (paper and pencil)	Number of KYPT test takers (on-line)	Number of KYPT tests administered in Kentucky
2004-2005	486	N/A	511
2005-2006	464	N/A	465
2006-2007	358	13	372
2007-2008	268	168	436
2008-2009	190	205	395

- i. 2008-2009 counts include only one test administration per candidate.

Strategy 2.5. Maintain a focus on continuous improvement of all traditional and alternative route certification procedures and processes.

- 2.5.1 The Division of Certification continued to refine processing during 2009-10. All communication with applicants, formerly done via USPS mail, is now being done via e-mail, which has speeded processing time and saved the agency in printing and postal costs. Enhancements have also been made to the EPSB website to make it more user-friendly for those wishing to check the status of an application or pay fees.
- 2.5.2 The leadership approach in the Division of Certification is based on ongoing communication with those who do the work on a daily basis. This has led to a regular dialogue between Certification staff and the director to maximize the deployment of interim summer staff to eliminate “choke points” during the busy season and streamline the certification process. Staff has had direct input, resulting in changes in how consultants handle the summer rush season. Despite the loss of one certification consultant, the staff has maintained a quick turnaround on the processing of certificates. This reduced turnaround time has not diminished the rapid response to phone and e-mail inquiries.
- 2.5.3 The work of the Certification Task Force (CTF) during the 2008-09 school year has continued to prove beneficial. New regulations resulting from the CTF were approved by the legislature in March 2010, and range from collaboration with KDE on SBDM trainings to educate councils regarding certification to changes in EPSB regulations to aid districts in finding and developing a larger pool of Highly Qualified Teachers. The director of the Division of Certification has presented these changes in meetings across the state (which will continue into summer 2010), and they have been very well received by district superintendents and human resources leaders.
- 2.5.4 While the agency still wants to move toward a more web-based system, funding cuts have resulted in the loss of programmers to develop these applications. The Division of Certification has been working on a grant-funded study through the EPSB’s Technology Department to study ways the certification process may be more automated once funding becomes available. Despite funding cuts, the division did purchase, using certification fee revenue, a new electronic scanner to image records more efficiently as well as a new certificate printer.

Strategy 2.6. Provide accurate and reliable data to support decision making.

- 2.6.1 The certification data system (Web E03) system has been enhanced to allow the Division of Certification director to view reports on the number of certificate transactions occurring daily. This is especially useful during the busy season to make changes in how we utilize personnel in responding to other inquiries. A new feature has been added to the EPSB website to allow interested parties to generate reports concerning the different types of alternative and emergency certificates issued during the year.
- 2.6.2 Due to funding restrictions plans remain on the shelf to upgrade the EPSB telephone system to allow data collection and provide more flexibility in routing calls.
- 2.6.3 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. Most recently, this software is being used to survey all EPSB partners to gather feedback on the staff's interaction and service to clients.
- 2.6.4 Besides the array of data we can gather internally, the certification 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. The director has also conducted a one-hour program for interested groups of human resources managers to inform and interact with them regarding the changes in certification regulations. Over 200 people participated in this voluntary training program during 2009-10.
- 2.6.5 The number of emergency, probationary, and alternative route certificates is also a data element which is requested often for decision making, especially outside the agency. Emergency certificate numbers declined again during this past year, from 482 in 2008-09 to 462 for 2009-10. This represents the sixth consecutive year the number of emergency certificates has declined. Many of these emergency-certified teachers do hold other types of full Kentucky teaching certifications or statements of eligibility in other teaching areas. This indicates 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 the number of probationary certificates dropped from 189 in 2008-09 to 160 in 2009-10.

2.6.6 Table 7: Emergency and Probationary Certificates (Five-Year Count)

SCHOOL YR	05-06	06-07	07-08	08-09	09-10
Emergency	961	832	583	482	462
Probationary	358	302	258	189	160

- 2.6.7 Similar to emergency certificate numbers, the 2009-10 school year reflected a decrease in the number of Kentucky teachers using an alternative route to acquire certification. This is likely attributed to the overall hiring of fewer new teachers during the year across the state and the easing of shortages for LBD special education teachers.

2.6.8 Table 8: Alternative Routes to Certification (Five-Year Count)

DESCRIPTION	05-06	06-07	07-08	08-09	09-10
Option 1 - Exceptional Work Experience	33	41	17	17	23
Option 2 - Local District Training	14	22	21	22	23
Option 3 - College Faculty	32	29	42	35	32
Option 4 - Adjunct Instructor	89	78	91	74	63
Option 5 - Veteran of the Armed Forces	22	30	38	35	18
Option 6 - University Based	1794	1933	1876	1652	1517
Option 7 -University Institute		6	14	9	3
Grand Total by School Year	1984	2139	2099	1844	1679

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.

Strategy 3.1. Promote awareness of the EPSB Code of Ethics.

- 3.1.1. The Code of Ethics is included in the program guidelines and review of all preparation programs.
- 3.1.2. The Code of Ethics will be part of the accreditation process for fall 2010 and spring 2011.
- 3.1.3. An electronic copy of the Professional Code of Ethics brochure is posted on the EPSB website and copies are mailed to any school districts and institutions of higher learning that request them to ensure that each teacher has access to a copy of the code.
- 3.1.4. In the fall of 2009, Zenaida Smith's Advanced Spanish class translated into Spanish the Professional Code of Ethics and the procedures for filing a complaint. The translations are now posted on the EPSB's website for Spanish speaking parents.
- 3.1.5. The EPSB Division of Legal Services continues to provide Ethics Seminars for student teachers and practicing teachers at school districts, colleges, and universities throughout the state. Seminars took place at the following locations during the 2009-2010 school year:
 - Alice Lloyd College – Two visits
 - Boone County Schools – Two visits
 - Brescia College – Two visits
 - Campbell County Schools
 - Campbellsville University – Two visits
 - Centre College
 - Eastern Kentucky University – Two visits
 - Education Law Association Annual Conference
 - Elizabethtown KEA
 - Jessamine County Schools – Two visits
 - Georgetown College
 - Kentucky Association of School Administrators Conference
 - Kentucky Wesleyan University – Two visits
 - Laurel County Public Schools
 - Morehead State University
 - Murray State University – Two visits
 - Paintsville Independent
 - Pikeville College
 - Silver Grove Independent Schools
 - Thomas More College
 - Union College – Two visits
 - University of the Cumberlands – Two visits
 - Western Kentucky University – Four visits

Strategy 3.2. *Maintain an accurate data base of misconduct and character and fitness cases.*

- 3.2.1. In October of 2007, the EPSB Division of Legal Services began utilizing the new Legal Case Tracking System (LCTS). Developed by the EPSB technology branch, the LCTS replaced the existing Microsoft Access data system which had been in use since January of 2000. The LCTS system is designed to aid in increasing the overall efficiency of Legal Services, as well as to collect data to better advise the Board on issues relating to teacher misconduct.
- 3.2.2. Staff continues to perfect the LCTS system.

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

- 3.3.1 239 disciplinary cases were initiated in calendar year 2009, and 234 character and fitness cases were opened for the EPSB's review. As of June 30, 2010, 142 disciplinary cases and 136 character and fitness cases have been opened for the current calendar year. When a case is initiated against an educator, the educator is given 30 days to submit a rebuttal, and then the case is prepared for review by the Board.
- 3.3.2 The EPSB reviewed 239 disciplinary cases during 2009. The EPSB dismissed 39 cases (16%), voted to hear 112 cases (47%), and deferred 43 cases (18%) for training or more information. The EPSB chose to admonish 45 educators (19%).
- 3.3.3 As of June 30, 2010, there are 204 pending cases referred by the EPSB to a hearing.
- 3.3.4 218 applications were presented to the EPSB in 2009 for character and fitness review. The EPSB approved 212 of those applications, denied 3 applications, and deferred 3.
- 3.3.5 In 2009, the EPSB revoked 23 certificates and suspended 38 certificates. 115 cases were resolved by agreed orders, and the EPSB issued 6 final orders: two orders requiring training and a one year suspension; three orders revoking; and one order with a four day suspension.

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

- 3.4.1 During the fall of 2009, four (4) 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 in Albuquerque, New Mexico. 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 learn about laws and procedures used in other states.
- 3.4.2 In June of 2010, two (2) EPSB attorneys attended the Office of the Attorney General Administrative Hearings Branch training, "Administrative Hearings Before State Boards and Agencies: A Training Course for Hearing Officers and Participants in Administrative Hearings." In addition to this training, attorneys have also attended various seminars sponsored by state education organizations and educational cooperatives on a variety of educational law issues in order to become better versed in the state and federal laws governing education.
- 3.4.3 The full-time staff of the Division of Legal Services constantly reviews internal procedures to ensure that all educators are treated fairly during the disciplinary process.

Staff attends training regarding the administrative hearing process on an annual basis when fiscally permissible.

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

- 3.5.1. The EPSB Kentucky Educator Certification Inquiry (KECI) allows the public to view the suspension or revocation status of an educator's certificate.
- 3.5.2. KECI also permits administrators responsible for personnel within each district to view whether a disciplinary case is currently pending against an educator.
- 3.5.3. 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 includes "Revoked" or "Suspended" and the relevant timeframe on the face of the certificate. This assists district authorities in making well-informed hiring decisions.
- 3.5.4. See item 3.2.1 regarding the development of a computer application that will provide better information for overall program improvement and support Board 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 The KTIP IECE training module is being updated in order to improve the ability of all new beginning teacher committee members to evaluate an intern's performance on the TPA. KTIP incorporated a train-the-trainers model for all experienced trainers and to allow for university and district partnerships.
- 4.1.2 Test reviews and standard setting studies have been scheduled for selected assessments according to established criteria as indicated in 2.4.
- 4.1.3 The Continuing Education Option (CEO) has been revised. Additional components have been added to include a leadership project based on student learning results and graduate courses that align to the goals and objectives of the CEO Plan. CKEC, KEDC, Anderson County, and Jessamine County have signed sponsor agreements and begun the first cohorts.

Strategy 4.2. Ensure that every new teacher and principal has a high quality induction experience while demonstrating knowledge and skills that support student learning.

- 4.2.1 The online Kentucky Teacher Internship Program (KTIP) homework assignment required as a prerequisite to the face-to-face KTIP committee training continues to be a part of the training process.
- 4.2.2 KTIP IECE train-the-trainers sessions will be held to update primary IECE trainers and those IECE university-assigned trainers with current training materials developed in response to needs identified by those serving on the committees.
- 4.2.3 For the 2009-2010 school year, 38 colleges and universities reported having student teachers in Kentucky. In addition to the 28 Kentucky institutions having student teachers, there were students from 10 out-of-state institutions (Austin Peay State University, Hanover College, Indiana University-Southeast, Lincoln Memorial University, Marshall University, Ohio University-Ironton, Shawnee State University, University of Cincinnati, University of Tennessee-Martin, and Xavier University (Ohio)).
- 4.2.4 Due to budget constraints meetings for KTIP university coordinators to offer guidance and make recommendations to the EPSB on issues regarding KTIP will now be held once a year instead of 3 or 4 times.
- 4.2.5 During the 09-10 school year 272 interns were denied KTIP due to the budget: Fall 3, Full-year 80, and Spring 189. These interns will have preference for placement this fall.
- 4.2.6 The General Assembly did not fund the Kentucky Principal Internship Program (KPIP) this biennium.

4.2.7 Table 9: Five-Year KTIP Interns Count

Number of KTIP Interns					
Year	Fall Only	Full-Year	Spring Only	Total	Full-Year Equivalent
2005-2006	424	2455	482	3361	2908
2006-2007	434	2347	448	3229	2788
2007-2008	411	2289	356	3056	2673
*2008-2009	345	2244	16	2605	2424
2009-2010	31	2399	17	2447	2423

4.2.8 Table 10: Five-Year Unsuccessful KTIP Interns Count

Unsuccessful KTIP Interns	
Year	Number
2005-2006	32
2006-2007	34
2007-2008	18
2008-2009	22
2009-2010	18

4.2.9 For the 2009-2010 school year, we had 38 colleges and universities who reported having student teachers in Kentucky. In addition to the 28 Kentucky institutions having student teachers, there were students from 10 out-of-state institutions (Austin Peay State University, Hanover College, Indiana University-Southeast, Lincoln Memorial University, Marshall University, Ohio University-Ironton, Shawnee State University, University of Cincinnati, University of Tennessee-Martin, and Xavier University (Ohio).

4.2.10 Table 11: Payment of Cooperating Teachers

School Year	Total Amount to Distribute	No. of Student Teachers	No. of Vouchers Emailed*	No. of Teachers Paid	Amount Paid Per Week**	Amounts Paid Out
2005-2006	\$700,000.00	2,539	3,688	3,117	\$19.62	Low Amount--\$19.62 High Amount--\$627.84 Average--\$224.38
2006-2007	\$700,000.00	2,466	4,096	3,209	\$19.42	Low Amount--\$19.42 High Amount--\$621.44 Average--\$220.69
2007-2008	\$700,000.00	2,705	4,282	3,424	\$18.40	Low Amount--\$18.40 High Amount--\$588.80 Average--\$203.32
2008-2009	\$522,400.00	2,655	4,451	3,592	\$13.40	Low Amount--\$13.40 High Amount--\$428.80 Average--\$143.38
2009-2010	\$506,700.00	2,587	4,190	3,390	\$13.34	Low Amount--\$13.34 High Amount--\$427.16 Average--\$147.55

4.2.11 2009-2010 was the tenth year of the Cooperating Teacher/Student Teacher Payment Program. This is the fourth year we have administered the electronic signature program and utilized the student teacher information supplied by the institutions of higher learning submitted on the annual IHE reports. This allows the EPSB to monitor and enforce 16:KAR 5:040, by ensuring that each teacher who supervised a student teacher meets the state requirements. In addition, the Web based program helps us to ensure that teachers who supervise student teachers will receive compensation for doing so.

4.2.12 Table 12: Current Courses on KyEducators.org

Courses on KyEducators.org		
Course ID	Section	TITLE
APPSL101	01	Administrative Preparation Programs School Law
CEO 300	01-07	CEO: Building the Plan
KPT 200	02 & 03	Kentucky Principal ONLINE Test & Study Guide
KPT 100	32	Kentucky Principal Test & Study Guide (Paper/Pencil Test)
KTIP 200	06	KTIP TPA Face-to-Face Training Homework
NBT 100	01	National Board for Professional Teaching Standards
NBT 101	01	NBPTS: Orientation
NT 100	03	New-to-Kentucky Teacher
STO 100	02	Substitute Teacher Orientation

Strategy 4.3. Ensure that high quality mentoring and support services are provided for teachers seeking National Board for Professional Teaching Standards certification.

4.3.1. Kentucky has 1,839 teachers who hold National Board certification.

4.3.2. Kentucky continues to rank in the top 12 nationally for NBCTs, outpacing the national average for growth.

4.3.3. National Board: For FY09-10 EPSB contracted with 15 NBPTS candidate support providers across the state. These included six educational cooperatives and nine local school districts.

- 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)
- Western Kentucky Educational Cooperative (WKEC)
- Franklin County Public Schools
- Marion County Public Schools
- Fayette County Public Schools
- Jefferson County Public Schools
- Muhlenberg County Public Schools

- Oldham County Public Schools
- Simpson County Public Schools
- Logan County Public Schools
- McCracken County Public Schools

4.3.4. Table 13: Five-Year Results on Successful NBPTS Candidates

National Board Candidates & Certified Teachers		
Year	Number of Kentucky National Board Candidates	Number of Kentucky Teachers Receiving NBPTS Certification
2004-2005	387	166
2005-2006	477	221
2006-2007	488	250
2007-2008	438	230
2008-2009	493	227
Total	2,283	1,094

Strategy 4.4. Ensure that the Continuing Education Option for rank change program maintains appropriate rigor while demonstrating advanced knowledge and skills that support student learning.

4.4.1. The Continuing Education Option (CEO) was reconstructed to align more closely to the teacher as leader model. The four phases of the CEO maintain a focus on student achievement based on goals and objectives and data analysis. A leadership project has been incorporated to capture growth of teacher leadership skills based on student results. A minimum of six graduate level credit hours that align to the goals and objectives has been included. Specific templates and examples of research-based practices have been incorporated to ensure that teachers communicate effectively and efficiently. An additional scoring of the CEO Plan has been added to ensure that candidates create measureable outcomes prior to implementing the CEO plan.

4.4.2. Table 14: Five-Year Continuing Education Option (CEO) Data

CEO Completion and Rank Change Data by Year			
Year	Rank I	Rank II	Total
2004-2005	26	19	45
2005-2006	11	9	20
2006-2007	55	63	118
2007-2008	80	41	121
2008-2009	75	51	126
2009-2010	37	35	72
Total	284	218	502

4.4.3. Table 15: Current 2009-2010 Sponsors of CEO

2009-2010 CEO Seminar Sponsors			
Seminar Sponsor	Number of Cohorts	Number of Coaches	Number of Candidates
CKEC	3	3	18
KEDC	1	1	8
Jessamine Co	1	1	4
Anderson Co	1	1	2

Goal 5

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

Strategy 5.1. Maintain a qualified and diverse EPSB workforce.

- 5.2.1. Two vacancies from employee retirements from the previous year were not filled due to budget restrictions.
- 5.2.2. Restructuring the use of contract attorneys resulted in hiring two fulltime contract lawyers. The result of these changes has been a significant reduction in the backlog of open educator misconduct cases.
- 5.1.2 Currently 18 percent of the EPSB state employees are minorities. 30 percent of our employees are male and 70 percent are female.

Strategy 5.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.

Staff attended:

- INTASC conference, Alexandria, VA September 2009
- Continuous Assessment for Student Learning, Galt House, Louisville
- Pritchard Committee Conference, Frankfort November 2009
- SB 1 Deployment meetings, Fall 2009 – Spring 2010
- Legislative Education Committee meetings
- Race to the Top Grant discussions, Fall 2009 – Spring 2010
- KACTE Conference, March 2010
- Unbridled Learning Summit, Louisville, April 2010
- Teacher Leader Standards meeting, ETS, Princeton, NJ Spring 2010
- SREB Conference, Atlanta, GA May 2010
- Praxis Client Conference, May 2010
- Teacher Quality Workshop, Alexandria, VA May 2010
- NASDTEC conference, Indianapolis, June 2010
- Governor's Task Force on Transforming Education in KY, Fall 2009 - Spring 2010;
- Monthly meetings of all eight education cooperatives
- AACTE Conference in Atlanta
- Gifted and Talented Advisory Council meetings and symposia
- Kentucky Association of Colleges of Teacher Education
- P-20 Data Collaborative
- University of Kentucky's P-20 Lab presentation
- Council on Postsecondary Education's presentation regarding RT3
- Kentucky Department of Education's SB1 committees

- KDE and CPE review of the national Common Core Standards and Career and College Readiness Standards
- Interstate New Teacher Assessment and Support Consortium (INTASC)
- Middle School Forum
- IHE Special Education Consortium in collaboration with KDE
- Special Education Directors meeting
- Kentucky Department of Education's Parent Advisory Group for Special Education
- Committee for Mathematics Achievement
- NCATE Partnership meeting
- NCATE Unit Accreditation Board
- Association of Independent Kentucky Colleges and Universities
- Eastern Kentucky University Doctoral Symposium and Dissertation Workshop
- Council on Postsecondary Education's Deans meetings
- IHE Foreign Language faculty meeting
- KACTE and the Mathematics Education Research Committee's statewide summit with KDE
- Kentucky Association of Teacher Educators (KATE)
- Collaborative Center for Literacy Development
- The Learning Depot steering committee

5.2.1 Presentations were made by various EPSB staff members at the following:

- KACTE spring, summer and fall conferences
- CEO orientation and information sessions held by PLA staff for Coops and individual districts fall of 2009
- SRATE Regional Conference in Fall 2009 in Louisville
- NCATE Regional Conference in Louisville
- Early Childhood Summer Institute, update on the Teacher Leader Master's
- Committee on Mathematics Achievement, update on the work of CRACE
- Moderate and Severe Disabilities Work Group
- National Association of State Boards of Education annual meeting
- Kentucky Education Television: "Education Matters"
- Kentucky Association of School Administrators annual conference
- Governor's Education Task Force (Division Director Professional Learning and Assessment, panel moderator at the June 2010 session.)
- Adoption of Common Core Standards multiagency meeting

5.2.2. Staff participated in the following professional development opportunities:

- SRATE Regional Conference in Louisville
- NCATE Regional Conference in Louisville

- Kentucky Public Procurement Association (The deputy executive director serves as treasurer.)
- National Institute of Government Purchasing
- Striving Readers Conference
- Citizen's Police Academy in Frankfort
- Kentucky Association of Blacks in Higher Education Fall conference in Versailles: Reclaiming African American Male Achievement
- Title II HEOA Redesign report web-seminar
- NCATE National Board of Examiners visits to two universities
- INTASC review of new teacher standards in Alexandria, VA
- National Association of State Directors of Teacher Education and Certification (NASDTEC).

Strategy 5.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.

- 5.3.1 EPSB's additional funding requests for FY 2011 and FY2012 were not granted.
- 5.3.2 The Governor's Office implemented two additional budget reductions in fiscal year 2009-10: a 4.0 % reduction in July 2009 and another 3% reduction in January 2009; however, the EPSB was exempted from the second reduction in January 2009.
- 5.3.3 Additional funding was requested for KTIP and other EPSB programs from the Federal Perkins Grant administered by the Department of Career and Technical Education, from the Title II program administered by the Kentucky Department of Education, and from the American Recovery and Reinvestment Act funding through the Governor's Office and the Secretary of the Education and Workforce Development Cabinet.
- 5.3.4 \$180,000 was granted to EPSB for KTIP in fiscal year 2010 by the Department of Career and Technical Education.
- 5.3.5 \$190,000 in federal funds was granted to EPSB by the Kentucky Department of Education for the development of the P-20 Data System. Funding for this project will continue at various levels for 3 years.
- 5.3.6 Teachers participating in the NBPTS certification process received \$525,000 in federal subsidies to support the cost of NBPTS certification

Strategy 5.4. Provide semiannual budget reports to the EPSB

- 5.4.1 A semiannual report on operating results was presented to the EPSB at the August 2009 and the January 2010 meetings, detailing the expenditures of each division and program.

Strategy 5.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.

- 5.5.1. Technology Hardware Enhancements include:
- Purchased a Blade Enclosure with 5 Servers
 - Replaced (4) agency laptops (grant funds)
 - Replaced certificate printer

- Replaced (2) Proxima projectors (federal grant funds)
- Replaced 30 workstations
- Purchased additional RAM for 20 workstations
- Expanded agency electronic file storage capacity
- Purchased wireless key board and mice for boardrooms (federal grant funds)
- Upgraded agency Blackberry devices

5.5.2. Technology Software Purchases include:

- Office 2007
- McAfee Encryption Software
- Visio 2007
- Latest version of Symantec Backup Solutions
- 2008 SQL server database
- 2007 System Center Configuration
- 2007 Operation Manager System
- XML Spy 2009 Licenses
- Adobe Creative Suite Premium
- Telerik Program tools