



*EPSB*

**Education Professional  
Standards Board**

2011-2012  
Annual Report

# EPSB Goals and Strategies Annual Report

**July 1, 2011 - June 30, 2012**

## **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 June 2012:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Lindsey Wilson College
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- Union College
- University of Kentucky (Educational Leadership, IECE, and Special Education)
- University of Louisville
- Western Kentucky University

### 1.1.2. Approved Principal Redesign programs as of July 2012:

- Asbury University
- Bellarmine University
- Eastern Kentucky University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University

- University of Kentucky
- University of Louisville
- University of the Cumberlands
- Western Kentucky University

1.1.3. Accreditation visits fall 2011:

- Mid-Continent University
- Morehead State University
- Spalding University
- University of Pikeville

1.1.4. Accreditation visits spring 2012:

- Berea College
- Kentucky Christian University
- Midway College
- Thomas More College (first NCATE/state visit)

1.1.5. Accreditation decisions since July 2011:

- ACES/Jefferson County Public Schools
- Boyce College (Temporary Authorization)
- Eastern Kentucky University
- Northern Kentucky University
- University of the Cumberlands
- Western Kentucky University

1.1.6. Program activity for August 2011- June 2012

Institution	Program	Action	Date
Berea College	Family and Consumer Sciences	Discontinued	February 2011
	French P-12		
	German P-12		
	Integrated Music P-12		
	IECE B-P		
	Spanish P-12		
Boyce College	Conceptual Framework, Continuous Assessment Plan, and P-5	Reviewed in preparation of first accreditation visit	February 2012
Campbellsville University	Spanish P-12	Approved by EPSB	August 2011
Eastern Kentucky University	Principal Redesign	Approved by EPSB	March 2012
Kentucky State University	Computer Science Endorsement 8-12	Discontinued	February 2012
Lindsey Wilson College	Integrated Music P-12	Approved by EPSB	January 2012
Morehead State University	Career and Technical Education 5-12	Approved by EPSB	August 2011
Murray State University	Japanese P-12	Approved by EPSB	August 2011
	English as a Second Language P-12 (Restricted Base Certificate)	Approved by EPSB	September 2011
St. Catharine College	Middle School: Math and Social Studies	Approved by EPSB	September 2011
Thomas More College	Spanish P-12	Approved by EPSB	October 2011
	Instructional Computer Technology Endorsement P-12	Discontinued	April 2011

Thomas More College	Computer Science Endorsement 8-12	Discontinued	July 2011
University of Kentucky	Option 7 Pilot for World Languages	Summary Report to EPSB; Discontinued by UK	October 2011
	Principal Redesign	Approved by EPSB	May 2012
	Teacher Leader: IECE	Approved by EPSB	May 2012
	Teacher Leader: Special Education	Approved by EPSB	May 2012
University of Louisville	Principal Redesign	Approved by EPSB	August 2011
	Gifted Endorsement P-12	Approved by EPSB	January 2012
	Health P-12 (Bachelor's)	Discontinued	March 2012
	Physical Education P-12 (Bachelor's)	Discontinued	March 2012
University of the Cumberlands	Principal Redesign	Approved by EPSB	March 2012
Western Kentucky University	P-5 Math Specialist Endorsement	Approved by EPSB	August 2011

***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 three institutions:
- Asbury University
  - Transylvania University
  - Union College
- 1.2.2. Program approval recommendations were reviewed by the appropriate committees:
- Teacher Leader proposals – Master’s Review Committee
  - Principal Redesign proposals – Principal Review Committee
  - Base, restricted base, and endorsement program proposals – Content Area Program Review Committee and Reading Committee
  - Conceptual Framework and Continuous Assessment Plan – Continuous Assessment Review Committee and Reading Committee
- 1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:
- March 2012 – Northern Kentucky University and Western Kentucky University
  - Completed procedures to present Mid-Continent University, Morehead State University, Spalding University, and University of Pikeville recommendations to the EPSB in August 2012
- 1.2.4. The Kentucky Educator Preparation Program (KEPP) Report Card was updated for all institutions during the spring 2012 semester following submission of Annual Reports and includes current contact and accreditation information.
- 1.2.5. Institutions participating in the NCATE accreditation pilots 2011-2012 include:
- Berea College
  - Morehead State University
  - Spalding University
- 1.2.6. Institutions seeking first NCATE accreditation:
- Thomas More College – Spring 2012
  - Lindsey Wilson College – Spring 2013

***Strategy 1.3. Provide technical assistance to support program improvement.***

- 1.3.1. Technical assistance was provided to institutions of higher education (IHE) regarding Teacher Leader Master's program submissions.
- 1.3.2. Technical assistance was provided to IHEs regarding the principal program redesign.
- 1.3.3. Technical assistance regarding accreditation and program approval was provided to all institutions that requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits were made for twelve (12) institutions: Spalding University, University of Pikeville, Boyce College, Jefferson County Public Schools, Morehead State University, Georgetown College, Berea College, Western Kentucky University, Thomas More College, Midway College, Eastern Kentucky University, and Kentucky State University.
- 1.3.4. Technical assistance was provided to institutions requesting assistance with Continuous Assessment Plans based on the Continuous Assessment Review Committee (CARC) review feedback.
- 1.3.5. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.6. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program were provided by EPSB staff.
- 1.3.7. 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.
- 1.3.8. Assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.9. Technical assistance was provided with admission and exit data reports.
- 1.3.10. Assistance was provided to IHEs regarding completion of the Higher Education Opportunity Act Title II report.
- 1.3.11. The Division of Educator Preparation (DEP) staff arranged to have representatives from Westat and the Educational Testing Service (ETS) at the KACTE Spring conference to discuss changes to Title II reporting.
- 1.3.12. Staff provided assistance related to IHEs, P-12 teachers, and others via e-mails and telephone calls.
- 1.3.13. Staff provided assistance related to P-20 Data Collaborative University/College Work Group Members.
- 1.3.14. Staff provided guidance and assistance to IHEs regarding the 2009 Senate Bill 1 requirements for unit faculty professional development.

***Strategy 1.4. Utilize research to inform program improvements.***

- 1.4.1. EPSB collaborated with KDE, CPE, and outside experts to evaluate the impact of educator preparation on teachers' preparedness to teach writing; a paper reporting the procedures, findings, and implications was drafted and submitted for peer review.
- 1.4.2. EPSB staff participated in webinars on the NCATE redesign, Common Core Standards, Title II updates. P-20 Data Collaborative, Quality Counts, and 2009 Senate Bill 1 updates.

- 1.4.3. In communication with IHEs, EPSB staff received feedback on program submission requirements and submission processes.
- 1.4.4. EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating program effectiveness at both the initial and advanced levels.
- 1.4.5. EPSB staff collaborated with KDE, CPE, and Kentucky's educator preparation programs to deliver and monitor completion of the 2009 Senate Bill 1 training and information sessions by all educator preparation unit faculty.

***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 programs convened in December 2011, January and March 2012, reviewing a total of four (4) program proposals. Two (2) of those four (4) received EPSB approval.
- 1.5.2. The Program and Accreditation Review Committee (PARC) is evaluating the program review and accreditation processes and will make recommendations to the board to strengthen those processes.
- 1.5.3. 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. The committee met September and November 2011 and March 2012 and reviewed five program proposals from three institutions. Each has received Board approval and has begun implementation.

***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 and program approval redesign options.
- 1.6.2 Staff members actively monitor NCATE's process of merging with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation (CAEP).
- 1.6.3 The DEP director presented an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants in the KACTE spring conference.
- 1.6.4 The DEP director presented an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants in the Kentucky Association of Teacher Educators (KATE) fall conference.
- 1.6.5 The DEP director presented an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants at the Career and Technical Education educator preparation conference.

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

- 1.7.1. The DEP collects data and presents to the EPSB the annual Cooperating Teacher Data Report.
- 1.7.2. Annual HEOA Title II Report data are collected and presented to the EPSB.
- 1.7.3. The DEP continues to work with EPSB technology staff to improve the functionality and utility of the Cooperating Teacher System; updates have been made to ensure reporting of all student teaching placements and compliance with board requirements.

- 1.7.4. Institutional and program information is updated regularly on the EPSB website.
- 1.7.5. The P-20 Data Collaborative University/College Work Group Project Specialist communicates with Deans and Chairs of the teacher preparation programs on a monthly basis to support a link between the institutions preparing educators and the P-20 Data Collaborative.
- 1.7.6. DEP initiated a collaborative effort with KDE to develop an online system linking Infinite Campus classroom data to pre-service field experience reporting to ensure candidates' pre-service field experiences satisfy all board requirements.

**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. Noncertified 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. Overall, the percentage of teachers who are clearing the report has increased from 99.90% in fall 2006 to our most recent report, fall 2011, where 99.94% of teachers cleared. To put this into actual numbers, of the 41,656 teachers audited in the fall 2011 report, only 37 were “flagged” due to a problem with certification for all or (usually) part of their teaching schedule. Of those 37 “flagged”, 24 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 2011-12 school year due to LEAD errors.
- 2.1.2. Discrepancies between educator credentials and the educator’s job classification dropped from over 950 when first checked in fall 2005 to under ten (10) unresolved issues in fall 2011. 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 a high compliance rate during the 2012-13 school year. Many of these problems stem from the misuse of MUNIS job class categories compared to certifications held, and they can be resolved upon discovery; however, EPSB staff has found major problems over the years, which have been forwarded to the Office of Education Accountability for investigation.
- 2.1.3. Teacher and Principal Count

School Year	Teachers	Principals and Assistant Principals	Ratio of All Teachers to All Principals
2002-2003	42,852	1,997	21:1
2003-2004	42,935	2,017	21:1
2004-2005	42,325	2,035	21:1
2005-2006	44,790	2,079	22:1
2006-2007	44,789	2,118	21:1
2007-2008	44,608	2,124	21:1
2008-2009	43,620	2,156	20:1
2009-2010	42,796	2,186	20:1
2010-2011	42,708	2,205	19:1
2011-2012	42,582	2,259	19:1

- 2.1.4. Total applications processed by the Division of Certification

School Year	Total
2005-2006	27,369
2006-2007	25,879
2007-2008	24,958
2008-2009	24,448
2009-2010	24,865
2010-2011	27,328
2011-2012	31,334



***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 2012. Based upon data entry by the local school districts, Kentucky has 99.2% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 99.4% HQ rate reported for 2010-11, representing a statistically insignificant change between the two school years. The complete state-wide HQ teacher report is available by grade range and poverty status at: <http://www.epsb.ky.gov/Reports/hqreports.asp>.

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

- 2.3.1. The Educational Testing Service (ETS) revised the Principles of Learning and Teaching tests (0522), (0523), and (0524) to include a change in the ratio of multiple-choice and constructed response items. The revised cut score of 160 will become effective on September 1, 2012.
- 2.3.2. Effective September 1, 2012, the Board adopted the new assessments Art: Content and Analysis (0135) with a cut score of 161, English Language, Literature and Composition: Content and Analysis (0044) with a cut score of 166, Social Studies: Content and Interpretation (0086) with a cut score of 153, and Reading Specialist (0301) with a cut score of 164. The art, English literature, and social studies tests were redesigned by combining the two content assessments of the previous versions. In addition to the PLT, candidates will be required to successfully complete one additional test in these areas rather than two additional assessments.
- 2.3.3. Effective September 1, 2012, the Technology Education (0051) with a cut score of 159 will be implemented. This test replaces the former Technology Education (0050), which utilized the older New Teacher Exam (NTE) score. This new test also includes a new category that addresses technological design and problem solving.
- 2.3.4. The EPSB adopted an American Sign Language endorsement in October 2009. The EPSB approved The American Sign Language Proficiency Interview (ASLPI), administered by Gallaudet University, with a passing level of 3+ to become effective September 1, 2012. Currently, no institution has submitted a program for the American Sign Language endorsement.
- 2.3.5. ETS developed the new Elementary Education: Multiple Subjects Test (5031) and held a multi-state standard setting study in July of 2011. This new test comprises four (4), separately timed subtests that measure the core content areas: Reading/Language Arts (5032) with a cut score of 165, Mathematics (5033) with a cut score of 164, Social Studies (5034) with a cut score of 155, and Science (5035) with a cut score of 159. Teacher candidates must meet the cut score for each subtest. The test design allows each section to be retaken independently should a candidate not achieve the required score. The new elementary assessment goes into effect September 1, 2012.
- 2.3.6. In January 2012 the EPSB adopted the new cut score framework policy for written examinations for educator certification. Based on this framework, assessment cut scores will be initially determined by utilizing the multi-state standards setting study. If the cut score falls below the 25<sup>th</sup> percentile, the score may be increased within two (2) standard errors of measure to ensure legal defensibility.

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

2.4.1. Number of people taking Praxis I Tests

School Year	Number of people in Kentucky who took a Praxis I test	Number of people outside of Kentucky who sent their Praxis I scores to Kentucky	Number of Praxis I tests administered in Kentucky
2002-2003	1464	155	3,924
2003-2004	1392	133	3,972
2004-2005	1402	102	3,917
2005-2006	1141	86	3,401
2006-2007	1020	77	2,678
2007-2008	1111	73	3,045
2008-2009	912	98	2,603
2009-2010	992	70	2,936
2010-2011	883	57	2,546

2.4.2. Number of people taking Praxis II Tests

School Year	Number of Praxis II test takers who took the test in Kentucky	Number of people outside of Kentucky who sent their Praxis II scores to Kentucky	Number of Praxis II tests administered in Kentucky
2002-2003	5374	710	11,272
2003-2004	5627	626	11,843
2004-2005	6134	683	13,130
2005-2006	6212	561	12,905
2006-2007	5894	592	11,980
2007-2008	5879	808	12,100
2008-2009	6013	965	11,948
2009-2010	6470	958	12,811
2010-2011	6658	942	12,553

2.4.3. Number of School Leader Licensure Assessment (SLLA) Tests

School 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
2005-2006	364	34	364
2006-2007	293	16	295
2007-2008	390	57	398
2008-2009	377	30	378
2009-2010	708	222	708
2010-2011	336	46	367

#### 2.4.4. Number of Kentucky Principal Tests (KYPT)

School Year	Number taking KYPT
2002-2003	458
2003-2004	461
2004-2005	486
2005-2006	382
2006-2007	321
2008-2009	398
2009-2010	531
2010-2011	546

2.4.5. Pass rates on specific assessments may be found at the Kentucky Educator Preparation Report Card (KEPP) website. The results may be viewed for a specific preparation program or overall statewide. The KEPP Report Card is available at: <https://wd.kyepsb.net/EPSB.WebApps/KEPPReportCard/Public>

*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 2011-12. All communication with applicants, formerly done via USPS mail, is now being done via e-mail, which has increased processing time and saved the agency in printing and postage costs. During the 2010-11 school year, the division moved all “speed message” communications to e-mail, saving thousands in postage costs. The division also began sending e-mails to applicants as soon as their certificate is processed, replacing the hard-copy letter accompanying the paper certificate and providing an immediate communication with the applicant when processing is complete (thus reducing telephone calls about application status.)
- 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, which has also allowed for the quick implementation of the electronic messages (cited in 2.5.1 above). 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 2008-09) has continued to prove beneficial this past year. The EPSB passed a new world language teacher preparation regulation which would allow state IHEs to propose programs for the use of native speakers of world languages. As of June 2012, the University of Kentucky has submitted such a program for EPSB review. This area is the final recommendation from the CTF to be implemented, and it should result in a new pool of teachers for district needs in the shortage areas for new and emerging world languages.

- 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. However, the division did begin its statewide program for on-line certification this year for TC-4 applications (Emergency Substitute certificate). The new system has been expanded state-wide for the summer of 2012. The EPSB's return to issuance of these certificates will ensure that all such teachers undergo the nationwide background check via the EPSB/NASDTEC Clearinghouse, and it will allow EPSB to more closely examine any character and fitness issues reported by the candidates.
- 2.5.5. The TC-HQ option was modified in the spring of 2010 to provide local school districts with new routes to assist them in responding to their changing personnel needs with a high-quality teaching workforce. The change provides increased flexibility for fully certified Kentucky teachers to obtain a new certification area without additional course work. This option is governed by [Section 5 of 16 KAR 2:010](#).
- 2.5.6. Experienced teachers gaining additional certification through TC-HQ

Subject Area	Number Certified
Biology	21
Chemistry	29
Earth Science	9
English	18
French	4
German	1
Health	16
Mathematics 8-12	31
Middle Grades English	99
Middle Grades Mathematics	105
Middle Grades Science	70
Middle Grades Social Studies	93
Physical Education	4
Physics 8-12	12
Social Studies 8-12	22
Spanish	6

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

- 2.6.1. The certification data system (Web E03) 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 that allows interested parties to generate reports concerning the different types of alternative and emergency certificates issued during the year.
- 2.6.2. After many years, the EPSB telephone system was replaced during the 2011-12 year 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 across the state.

- 2.6.4. Besides the array of data gathered internally, the certification division director has continued to expand trainings 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.
- 2.6.5. 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 265 in 2010-11 to 188 for 2011-12. This represents the seventh 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. The 2010-11 school year represented the last year that a teacher was allowed a second emergency certificate during a career, due to new regulations passed by the EPSB. It should be noted that the number of probationary certificates also fell from 202 in 2010-11 to 188 in 2011-12. This decrease reflects the emphasis of the EPSB to eliminate such certificates as districts seek the alternative routes which usually ensure that the teacher is enrolled in a teacher preparation program for the new certification. (See table below in 2.6.6)

2.6.6. Emergency and Probationary Certificates (Five-Year Count)

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>Emergency</b>	583	482	462	265	191
<b>Probationary</b>	258	189	160	202	186

- 2.6.7. Similar to emergency certificate numbers, the 2011-12 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. The Kentucky General Assembly passed legislation for Option 8, which allows the Teach For America organization to begin work preparing teachers for those eastern Kentucky districts who have contracted with TFA. Twenty-one (21) teachers worked under the TFA certificate during 2011-12.

2.6.8. Alternative Routes to Certification (Five-Year Count)

Description	07-08	08-09	09-10	10-11	11-12
<b>Option 1 - Exceptional Work Experience</b>	17	17	23	23	27
<b>Option 2 - Local District Training</b>	21	22	23	16	22
<b>Option 3 - College Faculty</b>	42	35	32	34	67
<b>Option 4 - Adjunct Instructor</b>	91	74	63	54	66
<b>Option 5 - Veteran of the Armed Forces</b>	38	35	18	11	27
<b>Option 6 - University Based</b>	1876	1652	1517	1409	1313
<b>Option 7 -University Institute</b>	14	9	3	2	6
<b>Option 8 - Teach For America</b>					21
<b>Grand Totals by School Year</b>	2099	1844	1679	1549	1549

### **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 is included in the review of all preparation programs.
- 3.1.2. The Code of Ethics is now part of the accreditation process for educator preparation institutions.
- 3.1.3. An electronic copy of the Professional Code of Ethics brochure is posted on the EPSB website and copies are mailed to school districts and institutions of higher learning requesting them to ensure that each teacher has access to a copy of the code.
- 3.1.4. The Spanish translation of the Professional Code of Ethics and the procedures for filing a complaint are provided on the EPSB's website for Spanish-speaking parents.
- 3.1.5. The 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 2011-2012 school year:
  - Alice Lloyd College – Two visits
  - Asbury University – Two visits
  - Boone County Schools
  - Campbellsville University – Two visits
  - Centre College
  - Eastern Kentucky University – Three visits
  - Future Educators of America Conference
  - Kentucky Association of Colleges of Teacher Education
  - Kentucky Association of School Administrators Law and Education Symposium
  - Kentucky Christian College – Two visits
  - Kentucky State University
  - Kentucky Wesleyan University – Two visits
  - Morehead State University – Three visits
  - Murray State University – Three visits
  - University of Pikeville
  - Spaulding University
  - Thomas More College
  - Union College – Four visits
  - University of the Cumberlands – Two visits
  - University of Louisville – Four visits
  - Western Kentucky University – Three visits
  - South Laurel High School
  - Fayette County Schools – Three visits
  - Trimble County Schools
  - Dayton Independent Schools
  - Midway College
  - Ohio Valley Educational Cooperative
  - Northern Kentucky Cooperative for Educational Services



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

- 3.2.1. The EPSB Division of Legal Services continues to utilize and refine the Legal Case Tracking System (LCTS) that became active in 2007. 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. In May 2011, the Division of Certification, the Division of Legal Services, and the Information Systems Branch began the TC-4 online pilot project with Jefferson County Public Schools and Fayette County Public Schools. This project requires all emergency substitutes used in the district to apply for certification online through the EPSB. This allows school districts and the EPSB to review applicants for emergency substitute certification against past disciplinary cases and the NASDTEC clearinghouse. A regulation has been promulgated to assure that the EPSB has a record of all certified employees in the participating districts. The TC-4 online project will be extended to all 174 districts for the 2012-2013 school year.

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

- 3.3.1. The Division of Legal Services received 728 complaints involving allegations of teacher misconduct during 2011. A disciplinary case is opened against a teacher when a complaint contains credible allegations that the educator violated either the Professional Code of Ethics for Certified Personnel or KRS 161.120. Pursuant to that standard, 321 disciplinary cases were initiated in calendar year 2011.
- 3.3.2. As of June 30, 2012, 322 disciplinary complaints have been received and 128 disciplinary cases have been opened for the current calendar year.
- 3.3.3. In 2011, 275 character and fitness cases were opened for the EPSB's review. As of June 30, 2012, 141 character and fitness cases have been opened for the current calendar year.
- 3.3.4. The EPSB reviewed 348 disciplinary cases during 2011. The EPSB dismissed 49 cases (14%), voted to hear 192 cases (55%), and deferred 35 cases (10%) for training or more information. The EPSB voted to admonish 72 educators (21%).
- 3.3.5. As of June 30, 2011, there are 236 pending cases referred by the EPSB to a hearing.
- 3.3.6. 279 applications were presented to the EPSB in 2011 for character and fitness review. The EPSB approved 248 of those applications, denied 15 applications, and deferred 16.
- 3.3.7. In 2011, the EPSB revoked 32 certificates and suspended 41. 158 agreed orders were presented to the Board and all were accepted. The EPSB issued 8 final orders: one order dismissing a KTIP appeal; one order issuing an admonishment with training requirements prior to renewal; one order dismissing the case; one order ruling that the respondent may never reapply for certification; and four orders permanently revoking the certificate.

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

- 3.4.1. In November 2011, the Education Professional Standards Board (EPSB) received training on the dynamics of sexual misconduct of professionals as required by KRS 161.028(1)(h).

- 3.4.2. In May 2012, four (4) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Association of Administrative Attorneys (KAAA). In June 2012, four (4) of the EPSB attorneys attended the Education Law & Policy Symposium. In addition to these trainings, attorneys have also attended various law and education continuing education seminars 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. The website to access KECI can be found at: <https://wd.kyepsb.net/EPSB.WebApps/KECI>.
- 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.



#### 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 Teacher Performance Assessment Tasks (TPA of the Kentucky Teacher Internship Program (KTIP) have been incorporated into 16 KAR 5:040 as a requirement for successful completion of student teaching. This change ensures teacher candidates are familiar with using and analyzing data from pre-, formative, and summative assessments as required in KTIP. Additionally, it provides for the use of the adopted Common Core Standards as mandated by SB1/Unbridled Learning.

*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 part of the training process. The homework consists of several assessments used to indicate the candidates' understanding of the KTIP process and governing regulations. The KTIP face-to-face session is designed with performance events that beginning teacher committee participants must complete to demonstrate their understanding of the task and their ability to mentor the intern to successful completion.
- 4.2.2. The EPSB has collaborated with universities to provide additional training for the Interdisciplinary Early Childhood Education (IECE) at the EPSB office, allowing districts to assign committee members to IECE committees earlier.
- 4.2.3. The EPSB staff has collaborated with university and district staff to align the IECE documents to the updated KTIP TPA task documents. These documents will begin being used in the fall 2012.
- 4.2.4. KRS 161.030 mandates that resource teachers spend 50 out-of-class hours in consultation with the interns. However, the 2012-2014 budget bill allows the EPSB to reduce the number of out-of-class hours to 40, thus providing additional funds to increase the number of interns in KTIP. Previously, due to budget constraints, spring interns were not approved for the internship program unless districts volunteered to cover the costs. The following table represents the number of interns for the last five years.

Number of KTIP Interns					
Year	Fall Only	Full-Year	Spring Only	Total	Full-Year Equivalent
2007-2008	411	2,289	356	3,056	2,673
2008-2009	345	2,244	16	2,605	2,424
2009-2010	32	2,399	17	2,448	2,423.5
2010-2011	26	2,437	331	2,794	2,615.5
2011-2012	316	2,234	0	2,550	2,392

4.2.5. Due to budget constraints, several new teachers were denied entry into the internship program. Regulatory changes allow those who were hired after the Oct 15 date and who did not have the required minimum 140 instructional days for an internship to receive Provisional Internship Certificates in the fall, thereby classifying them as highly qualified. The following table represents the number of interns denied due to budget for the last three years.

<b>Denied Admission to KTIP Due to Budget</b>				
<b>Year</b>	<b>Fall</b>	<b>Spring</b>	<b>Total</b>	<b>Yet to complete KTIP</b>
<b>2009-2010</b>	83	189	272	37
<b>2010-2011</b>	0	12	12	12
<b>2011-2012</b>	0	265	265	

NOTE: Those identified as not completing KTIP have priority on placement when they apply.

4.2.6. Five-Year Unsuccessful and Resigned Interns Count

<b>Year</b>	<b>Unsuccessful</b>	<b>Resignations</b>	<b>Total</b>	<b>% of Total</b>
<b>2007-2008</b>	18	58	76	2%
<b>2008-2009</b>	22	39	61	2%
<b>2009-2010</b>	18	50	68	3%
<b>2010-2011</b>	12	46	58	2%
<b>2011-2012</b>	19	36	55	2%
<b>Five-Year Total</b>	89	229	318	2%

**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 2,449 teachers who hold National Board Certification.

4.3.2. On March 6, 2012 the EPSB held a recognition ceremony at the Capitol with recognition on both floors of the Legislature for newly NBPTS certified teachers.

4.3.3. Kentucky ranked seventh nationally in the number of new National Board Certified Teachers (NBCTs) this year and ranks 11<sup>th</sup> in the total number of NBCTs over time.

4.3.4. During FY 2012 the EPSB contracted with 12 NBPTS candidate support providers.

4.3.5. The following link provides an update to the total number of NBCTs by district: [NBCTS Total By Districts](#).

4.3.6. Five-year Results on Successful NBPTS Candidates

<b>National Board Candidates &amp; Certified Teachers</b>		
<b>Year</b>	<b>Number of Kentucky NB Candidates</b>	<b>Number of Kentucky Teachers Achieving NBPTS Certification</b>
<b>2006-2007</b>	488	250
<b>2007-2008</b>	438	230
<b>2008-2009</b>	493	227
<b>2009-2010</b>	585	316
<b>2010-2011</b>	535	289
<b>Total</b>	2,481	1,244

***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) has 56 new candidates currently enrolled in the revised program. The EPSB has nine (9) sponsor agreements with education agencies that contract for coaching services for candidates.
- 4.4.2. During the 2008-2009 school year, the CEO program was suspended pending revisions to align it with the more rigorous standards set for the new Teacher Leader Master's degree programs. The final submission window for the candidates who enrolled in the spring of 2008 just prior to the program's suspension is January 15, 2013.
- 4.4.3. CEO completion numbers

<b>Year Completed</b>	<b>Total</b>
<b>1999-2000</b>	30
<b>2000-2001</b>	104
<b>2001-2002</b>	49
<b>2002-2003</b>	59
<b>2003-2004</b>	24
<b>2004-2005</b>	41
<b>2005-2006</b>	22
<b>2006-2007</b>	50
<b>2007-2008</b>	117
<b>2008-2009</b>	103
<b>2009-2010</b>	64
<b>2010-2011</b>	32
<b>2011-2012</b>	7
<b>Total</b>	702

## 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.*

- 5.1.1. At the beginning of FY 2012, EPSB had 2 vacant positions in the Professional Learning and Assessment Division, as a result of voluntary transfers. We were fortunate to have one of the employees that transferred return to EPSB to resume her position. The other open position was filled with a highly qualified candidate. EPSB was able to reduce its temporary administrative staff from 2 persons to 1 due to the installation of a new telephone system and automated attendant feature. Telephone calls are processed much more efficiently with fewer people.
- 5.1.2. At the end of FY 2012, there were 2 leadership and 2 staff vacant positions. During FY 2012, 3 employees retired and 1 resigned to take other employment outside state government. The Deputy Executive Director retired effective November 1, 2011 and the position remains vacant until the new Executive Director appoints a new deputy. A personal service contract with the previous Deputy Director has been established for the next biennium to provide for consulting services on an as-needed basis. The Executive Director of EPSB also retired effective July 1, 2012. The EPSB is currently conducting a search to select a new Executive Director.
- 5.1.3. On May 1, 2012, the Education Administrative Program Manager in the Professional Learning and Assessment Division retired. This position is expected to remain vacant until budgetary issues and staff workload can be reevaluated to determine the most effective organizational structure for the agency's work. An Education Program Consultant I employee in the Teacher Preparation Division resigned at the end of May 2012 and the director of that division is currently in the process of filling that position as quickly as possible.
- 5.1.4. The agency currently employs 30 full-time, One (1) federally funded time limited (FFTL), and five (5) interim state employees. EPSB uses the services of one (1) full-time and seven (7) part-time contract staff. Of the 31 full-time state employees, there are seven (7) males and 24 females. Currently, 6.5% of the EPSB state employees are minorities.

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

#### 5.2.1. Staff attended:

- American Association of Colleges of Teacher Education (AACTE) Annual Conference
- American Youth Policy Forum/Data Quality Campaign national meeting
- Architecture for Common Core Standards National Conference
- Board of Examiners (BOE) Visit (Missouri State University & Chicago State University)
- Career and Technical Teacher Education Conference

- Committee on Math Achievement meetings
- Commonwealth Collaborative of School Leadership Programs (CCSLP)
- Core Stakeholder Team for Teacher and Principal Effectiveness
- Co-Teaching Train the Trainer Workshop (additional staff attended training provided in Kentucky for higher education and P-12 representatives of all educator preparation units); collaborated with WKU to secure CPE SB1 funding.
- Co-Teaching Train-the-Trainer Workshop
- Council for the Accreditation of Educator Preparation (CAEP) State Partnership Webinars and conference
- Council of Chief State School Officers (CCSSO) Consortium on Educator Effectiveness Summit
- Council of State Governments Focus Group
- Education Law & Policy Symposium
- Education Leadership Development Collaborative (ELDC)
- E-MARS training
- ETS Client Conference
- ETS Ethics in Education Symposium
- Gifted and Talented Advisory Committee meetings
- Infinite Campus Annual Conference
- InTASC Standards Work Group
- International Reading Association Annual Conference
- International Symposium on Educational Reform
- KACTE Fall Conference
- KACTE Spring Conference
- Kentucky Association of Administrative Attorneys
- Kentucky Association of Government Communicators
- Kentucky Association of Teacher Educators (KATE) fall conference
- Kentucky Legislative Review Training
- Monthly meetings of all eight education cooperatives
- NASDTEC National Conference and Professional Practices Institute
- National Governors Association Center for Best Practice Policy Forum on Teacher Effectiveness
- NCATE Accreditation Visit, Pittsburgh, PA
- NCATE Alliance meeting
- NCATE Alliance webinars
- NCATE Partnership Meeting (State Clinic)
- NCATE Regional Conference
- NCATE/CAEP Orientation
- NCATE/CAEP webinars on accreditation/program review options
- Next Generation (NxGen) Superintendent Leadership Series Work Team
- Online training on the new CPE Senate Bill 1 modules

- Pearson's Annual Conference
- Prichard Committee Conference
- Principal and Teacher Effectiveness Committees
- Provided literacy professional development for high school English teachers
- SCEE National Summit on Educator Effectiveness
- State Consortium of Educator Effectiveness (SCEE) Webinars
- Committee to Review Superintendent Programs
- TELL Kentucky Working Conditions Survey Steering Committee
- The Executive Director served on out-of-state NCATE Board of Examiners teams
- Title II, Teaching Effectiveness Conference
- Unbridled Learning Guiding Coalition

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

- Architecture for Common Core Standards National Conference
- Asbury University screening of the documentary *American Teacher*
- Career and Technical Teacher Education Conference
- Central Kentucky Professionals in Personnel
- Connecticut General Assembly
- Co-Teaching Train the Trainer Workshop
- Council on Postsecondary Education
- Educational Testing Service (ETS) Ethics Conference
- Harry J. Cowherd Memorial Luncheon and Family Resource and Youth Services Centers Fall Institute
- Human Resources Directors Annual Update Presentation (four locations/sessions)
- Interim Joint Committee for Program Review
- International Symposium on Educational Reform
- KACTE spring and fall conferences
- Kentucky Association of Colleges for Teacher Education Annual Conference
- Kentucky Association of Colleges for Teacher Education Board Meeting
- Kentucky Association of School Administrators Annual Institute
- Kentucky Association of School Human Resource Managers Annual Conference
- Kentucky Board of Education
- Kentucky Public Procurement Association (KPPA) Conference
- Local Educator Assignment Data Windows Live Training for Kentucky School Districts
- Mississippi State Board of Education
- NAACP Kentucky Annual State Conference
- NASDTEC National Conference
- NASDTEC National Conference and Professional Practices Institute
- National Institute of Government Purchasing (NIGP) Conference
- New Teacher Fairs in Lexington, Bowling Green, and Shelbyville
- Online Application for Emergency Certified Substitute (TC4) Training
- Provided literacy professional development for high school English teachers

5.2.3. Staff served in the following national or state organizations:

- Director of Certification serves as an Executive Board Member of the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Executive Director was a national member of the NCATE Board of Examiners
- Director of Educator Preparation was a national member of the NCATE Board of Examiners
- Executive Director was Vice-Chair of the National Independent Educator Standards Board Association (NIESBA)
- Executive Director served as a member of the Educational Testing Service (ETS) Teacher Licensure Advisory Council
- Deputy Executive Director served as Treasurer of the Kentucky Public Procurement Association

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

- 5.3.1. In the FY 2012 enacted budget passed by the General Assembly, EPSB's general fund budget was reduced by 1.0% below FY 2011. That reduction amounted to \$76,800. However, further reductions were implemented by the Governor's office throughout the fiscal year. There was one budget increase adjustment from the Governor's office for \$79,600 to provide for higher health insurance costs and retirement contributions. None of the EPSB additional funding requests for FY 2012 were approved by the Governor and General Assembly, including the 2 vacant positions that were already filled by the time the budget was approved.
- 5.3.2. In addition to the General Assembly's reductions, the Governor's Office required another 1.5% budget reduction, or \$115,000, that was implemented July 1, 2011. This adjustment required that we redirect some of our general fund expenditures to the restricted fund accounts.
- 5.3.3. A 2.0% midyear budget reduction, equaling \$149,000, caused us to reduce the KTIP program funds by that amount. Fortunately, KTIP enrollment was lower than in previous years, and it did not affect resource teacher stipends or university subsidies.
- 5.3.4. Another budget balancing measure required that one payroll period at the end of FY 2012 be deferred until FY2013. This measure further reduced the agency's budget by \$121,200.
- 5.3.5. \$180,000 was granted to EPSB for KTIP in FY 2012 by the Department of Career and Technical Education.
- 5.3.6. Teachers participating in the NBPTS certification process received \$525,000 in federal subsidies to support the cost of NBPTS certification. The mentoring and fee reimbursement incentives supported by the National Board funding were maintained at the same level as the previous year, and there was \$67,835 in unspent funds rolled over to the National Board incentive trust fund.

***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 2011 and the January 2012 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 enhancements include:

- Upgraded EPSB's 12 year old backup tape library unit
- Replaced EPSB's computer workstations
- Replaced EPSB's 12 year old Storage Area Network (SAN)
- Purchased more hardware memory for several servers;
- Upgraded 2 servers from Windows 2003 to Windows 2008 Enterprise Server License
- Upgraded Phone Systems to Voice Over Internet Protocol (VOIP)
- Release and continuation of expansion of the EPSB Data Dashboard
- Piloted an online TC-4 application with Fayette & Jefferson County. The system created more than 2,903 applications piloted by the Fayette & Jefferson County school systems during the 2010-2011 school year.
- Prepared the online TC-4 Application for state wide usage.
- Undergoing expansion of the admission and exit system to include the data collection of all programs that are approved by Board
- The EPSB receives and processes over 300 data requests per year.

5.5.2. Significant cost cutting measures:

- Printing and postage costs were reduced \$12,686 in FY 2012 because of changes that were implemented in FY 2011 and achieved full-year savings in FY 2012. Those changes were:
  - Notifications of certificates have been sent via e-mail.
  - Speed messages have been sent via e-mail rather than by USPS.
  - The electronic agenda book and educator misconduct docket for the EPSB board meetings.
- Charges from COT have also been reduced \$13,446 as a result of a new VOIP telephone system with significantly lower line charges, and negotiated lower rates for software and hardware maintenance.
- Due to more efficient internal and external processes, expenditures for office supplies were reduced by \$5,531 in FY 2012.
- EPSB has achieved reduced spending in travel for non-state employees, car pool rentals, copy machine rental, and dues and subscriptions which saved the agency \$10,182.
- Use of Microsoft Live for the agency to conduct online meetings has reduced traveling costs for the agency.