



EPSB

**Education Professional
Standards Board**

2012-2013
Annual Report



EDUCATION PROFESSIONAL STANDARDS BOARD

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Governor

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Robert L. Brown
Executive Director

I am pleased to present Kentucky's Education Professional Standards Board (EPSB) its 2012-2013 annual report. This report details the progress made on the board's goals from July 1, 2012, through June 30, 2013. While it is a multifaceted reflection of the ongoing responsibilities of the EPSB, the report documents significant changes and successful implementation of important board policy.

Throughout the past year EPSB staff and our educational partners have made progress towards improving educator preparation. We are developing metrics for evaluating educator preparation program effectiveness at both the initial and advanced levels, while evaluating methodologies for innovative public reporting. A shared accountability model linking educator performance to preparation programs and professional contexts is under way. The EPSB appointed Program Accreditation and Review Committee (PARC), developed a template for program proposals and reviews as the basis for an online program submission and reporting system which will incorporate performance data to further support continuous improvement and efficiency.

Further collaboration has led to the creation of a state-of-the-art online system linking Kentucky's Infinite Campus student and classroom data to pre-service field experience reporting. The Kentucky Field Experience Tracking System (KFETS) will help ensure consistent reporting for all candidates and programs. The KFETS system is the first of its kind and will provide a real-time, portable record of candidates' completion of field experiences.

Our annual count of teachers revealed that 41,965 teachers (617 fewer than last year) are teaching in Kentucky's public schools. Based on data entry by the local school districts, the 2013 Highly Qualified Teacher Report required by the No Child Left Behind Act, reflected that Kentucky has 99.6% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. Emergency certificate numbers declined representing the eighth consecutive year the number of emergency certificates has declined.

In spite of current budgetary constraints, the agency has continued to be innovative and efficient. Most importantly, we are committed to meeting the needs of the Commonwealth's education community. Clearly, the challenges before us are many. We face a rising bar for success as the global educational landscape endlessly evolves. We must continue to promote high levels of student achievement with rigorous professional standards that develop educators who not only understand their content knowledge at a deep level, but who are skilled, student-centered instructors. After eight years in the service of the EPSB, I remain impressed by what we accomplish with the collaboration and cooperation among our state and national education partners as we prepare educators who can ensure that high quality instruction is occurring for every child, so that they are college and career ready.

Respectfully submitted,

Robert L. Brown
Executive Director

EPSB Goals and Strategies Annual Report

July 1, 2012 - June 30, 2013

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 2013:

- 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
- Thomas More College
- 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 2013:

- 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 2012:

- Kentucky Wesleyan College
- Bellarmine University
- Campbellsville University

1.1.4. Accreditation visits spring 2013:

- Lindsey Wilson College (first NCATE/state visit)
- Alice Lloyd College
- Boyce College (first accreditation visit)

1.1.5. Accreditation decisions since July 2012:

- Mid-Continent University
- Morehead State University
- Spalding University
- University of Pikeville
- Kentucky Christian University (Accreditation with Conditions-January)
- Berea College (Accreditation with Conditions-January)
- Midway College
- Thomas More College (initial NCATE/state)

1.1.6. Program activity for June 2012- July 2013

Institution	Program	Action	Date
Alice Lloyd College	LBD P-12	New proposal	Under review
Asbury University	All MAE Initial certification programs; MAT Initial certification programs	Closed MAE Initial; transitioned to MAT and moved remaining candidates from MAE to MAT	April 2013
	Supervisor of Instruction	Approved by EPSB	March 2013
Bellarmino University	Literacy Specialist P-12	Transitioned old Reading/Writing program to new one as required by regulation	August 2012
Brescia University	All programs (preparing for accreditation visit)	Program Review Update provided to Brescia; rejoinder in progress	June/July 2013
	ESL P-12 Endorsement	Approved by EPSB	August 2012
Campbellsville University	MSD P-12	New proposal	Under review
Eastern Kentucky University	French P-12 (MAT and Option 6)	Approved by EPSB	September 2012
	Literacy Specialist P-12	Transitioned old Reading/Writing program to new one as required by regulation	September 2012
Georgetown College	MSD P-12	Approved by EPSB	March 2013
	Environmental Ed P-12 Endorsement	Approved by EPSB	March 2013
	Reading P-12 Endorsement	Transitioned old Reading/Writing program to new ones as required by regulation	August 2012
	Literacy Specialist P-12		

Kentucky State University	All programs	Program Review Update provided to KSU; rejoinder in progress	June/July 2013
	Computer Science 8-12 Endorsement	Discontinued upon request from KSU	February 2012
Morehead State University	ESL P-12 Endorsement	Approved by EPSB	August 2012
Murray State University	Literacy Specialist P-12	Transitioned old Reading/Writing program to new program as required by regulation	August 2012
	School Media Librarian (MAE initial, Option 6, and additional cert. options)	Approved by EPSB	August 2012
Northern Kentucky University	Reading P-12 Endorsement	Transitioned old Reading/Writing program to new program as required by regulation	February 2013
	MAT including Option 6: PE, Integrated Music, Health	Discontinued upon request from NKU	June/July 2013
St. Catharine College	IECE	New Proposal	Under review
Spalding University	Grades 8-12: Biology, Chemistry, English, Math, Social Studies (bachelor's level)	Approved by EPSB	March 2013
	Reading P-12 Endorsement	Transitioned old Reading/Writing program to new program as required by regulation	December 2012
Thomas More College	Teacher Leader (MEd)	Approved by EPSB	August 2012
Transylvania University	All programs	Program Review Update provided to Transylvania; rejoinder in progress	June/July 2013
	PE P-12	Discontinued upon request by Transylvania	March 2013
Union College	Reading P-12 Endorsement	Transitioned old Reading/Writing program to new program as required by regulation	March 2013
	ESL P-12 Endorsement	New proposal	Under review
	Gifted P-12 Endorsement	New proposal	Under review
University of Kentucky	Reading P-12 Endorsement	Transitioned old Reading/Writing program to new program as required by regulation	April/May 2013
	Literacy Specialist P-12		
	MAT Option 6: French, Chinese, German, Japanese, Russian, Spanish	Approved by EPSB	September 2012
	Rank I (Ed Policy)	Approved by EPSB	August 2012
University of Louisville	Elementary Math Specialist	Approved by EPSB	August 2012
	Environmental Ed P-12 Endorsement	New proposal	Under review
Western Kentucky University	All MAE Initial certification programs; MAT Initial certification programs	Closed MAE Initial; transitioned to MAT and moved remaining candidates from MAE to MAT	March/April 2013
	MAT and Option 6: Agriculture, Engineering and Technology, Family and Consumer Sciences	Discontinued upon request by WKU	July 2013

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

- 1.2.1. The Accreditation Audit Committee (AAC) completed biennial reviews for seven institutions:
 - Brescia University
 - Centre College
 - Eastern Kentucky University
 - Murray State University
 - University of Louisville
 - University of the Cumberlands
 - Western Kentucky University
- 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 Frameworks 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:
 - August 2012 - Mid-Continent University, Morehead State University, Spalding University, University of Pikeville
 - January 2013 - Berea College, Kentucky Christian University, Midway College, Thomas More College
- 1.2.4. The Kentucky Educator Preparation Program (KEPP) Report Card was updated for all institutions during the spring semester following submission of Annual Reports and includes current contact and accreditation information.
- 1.2.5. Institutions seeking first NCATE accreditation:
 - Lindsey Wilson College - Spring 2013
 - University of the Cumberlands - Fall 2014
 - Union College - Spring 2015

Strategy 1.3. Provide technical assistance to support program improvement.

- 1.3.1. Technical assistance was provided to institutions of higher education (IHE) regarding program revisions, program submissions, and accreditation issues.
- 1.3.2. Technical assistance regarding accreditation and program approval was provided to all IHEs which requested support. Much of that support is provided via telephone calls and e-mails. Campus visits and EPSB office visits were completed for nine (9) institutions: Alice Lloyd College, Asbury University, Boyce, Brescia University, Georgetown College, Kentucky State University, Midway College, University of Kentucky, and University of the Cumberlands.
- 1.3.3. Technical assistance was provided to institutions requesting assistance with Continuous Assessment Plans based on the Continuous Assessment Review Committee (CARC) review feedback.
- 1.3.4. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.

- 1.3.5. Interpretation and implementation technical assistance to IHEs and P-12 personnel regarding state regulations related to student teacher training and placement for P-12 cooperating teachers to ensure that every Kentucky student teacher is supervised by a qualified supervising teacher.
- 1.3.6. Technical assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.7. Guidance and assistance was provided to IHEs regarding completion of the Higher Education Opportunity Act (HEOA) Title II report.
- 1.3.8. Staff provided assistance in response to inquiries from IHEs, P-12 teachers, and the public received via email and telephone calls.
- 1.3.9. Technical assistance was provided with admission and exit data reports.

Strategy 1.4. Utilize research to inform program improvements.

- 1.4.1. The EPSB collaborated with KDE, CPE, and outside experts to evaluate the impact of educator preparation on teachers' preparedness to teach writing; a research evaluation reporting the procedures, findings, analysis, and implications was presented to the board.
- 1.4.2. EPSB staff received feedback from IHEs on program submission requirements, reporting, and review processes; feedback shaped program approval and reporting template development to emphasize inclusion and review of candidate data.
- 1.4.3. The EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating educator preparation program effectiveness at both the initial and advanced levels. A proposal incorporating inference-based evaluation, innovative public reporting, and a shared accountability model that links educator performance to preparation programs and professional contexts was developed for review.
- 1.4.4. The Division of Educator Preparation (DEP) director, one IHE faculty member, and a classroom teacher attended a meeting of the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) Alliance for Clinical Teacher Preparation where a clinical preparation research and planning agenda was begun; currently collaborating with representatives of NCATE and State Higher Education Executive Officers Association (SHEEO) to determine, plan, and implement next steps for clinical preparation work.
- 1.4.5. Staff attended the Association of American Colleges for Teacher Education (AACTE) Annual Meeting to ensure current research is utilized.
- 1.4.6. Staff attended the annual NCATE/CAEP State Clinic to share and gather information from other states regarding state/provider-level strategies being implemented to ensure education program improvement.

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 met online reviewing one (1) program proposal.
- 1.5.2. The Program and Accreditation Review Committee (PARC) developed a template for program proposals and reviews as the basis for an online program submission and reporting system incorporating performance data to support continuous improvement.

- 1.5.3. PARC continued its overhaul of the accreditation process to include key quality indicators and will make recommendations to the board within the upcoming year, pending related decisions by the CAEP Board of Directors.
- 1.5.4. The Literacy Preparation Advisory Committee (LPAC) continued to consider recommendations to ensure that every secondary preparation program prepares all teachers to address literacy across content areas; that work will continue into 2014.

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

- 1.6.1. The Program and Accreditation Review Committee continued work on procedures and protocols to reflect the new accreditation and program approval procedure options.
- 1.6.2. Staff members continued to actively monitor NCATE's consolidation with the Teacher Education Accreditation Council (TEAC) to form CAEP and ensure that the EPSB and Kentucky's educator preparation programs are aware of the consolidation's impact. The official date for consolidated operations, July 2013, will be followed by a transition through 2016 to the use of revised preparation standards for accreditation.
- 1.6.3. The DEP director presented an update on DEP activities and regulatory changes, including higher admission standards and enhanced clinical experiences, to participants attending the 2013 Kentucky Association of Colleges for Teacher Education (KACTE) spring conference.
- 1.6.4. The DEP director provided an update on the division's activities and regulatory changes, including higher admission standards and enhanced clinical experiences, for participants at the Kentucky Association of Teacher Educators (KATE) fall conference.
- 1.6.5. Staff participated in several webinars related to preparation program improvement to ensure promising strategies are identified. Among the topics were the Teaching, Empowering, Leading and Learning (TELL) Kentucky survey, the consolidation of NCATE and TEAC, Common Core Standards, Title II updates, co-teaching in educator preparation, and research regarding clinical educator preparation.
- 1.6.6. The DEP director initiated collaboration with the Kentucky Community and Technical College System (KCTCS) to pursue seamless integration of education course requirements and candidate data; a KCTCS representative was identified and scheduled to attend the CAEP site visitor training in August 2013.

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 summarizing the EPSB's payments to P-12 teachers who host student teachers. In the 2012-2013 reporting period, 3,635 cooperating teachers were paid over \$670,000 for supervision of 2,660 student teachers.
- 1.7.2. Annual HEOA Title II Report data were collected and presented to the EPSB in October 2012.
- 1.7.3. DEP staff and the EPSB information technology (IT) staff collaborated to improve the functionality and utility of the Cooperating Teacher System application. In 2012-2013, these improvements allowed the EPSB to require electronic reporting of all student teaching placements, ensuring data accuracy for monitoring and program improvement.
- 1.7.4. The DEP continued to ensure collaboration between the P-20 Data Collaborative University/College Work Group and educator preparation programs.

1.7.5. The DEP and IT staff continued collaboration with KDE, KITEP (KACTE's technology work group), and other education partners to create a state-of-the-art online system linking Kentucky's Infinite Campus student and classroom data to pre-service field experience reporting. The system, the Kentucky Field Experience Tracking System (KFETS), will be accessible to institutions and candidates completing field experiences as a component of an educator preparation course. KFETS will help ensure consistent reporting for all candidates and programs. The KFETS system is the first of its kind and will provide a real-time, portable record of candidates' completion of field experiences required by the EPSB. The data will also be shared with the state P-20 longitudinal data system at the Kentucky Center for Education and Workforce Statistics for use in ongoing policy research.

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 2012, where 99.96% of teachers cleared. Of the 41,247 teachers audited in the fall 2012 report, only 52 were “flagged” due to an issue with certification for all or (usually) part of their teaching schedule. Of those 52 “flagged,” 17 were vacant teaching positions at the time of reporting. These issues were sent to KDE staff for possible corrective action, and no SEEK funding was withheld during the 2012-2013 school year due to LEAD reporting 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 fewer than 20 unresolved issues in fall 2012. The MUNIS information, received from KDE annually in the fall, is used by EPSB staff to assist in the examination of non-teaching positions. Because EPSB staff has suggested corrective action during each LEAD report, it is anticipated that districts will continue to maintain a high compliance rate during the 2013-2014 school year. Many of these problems stem from the misapplication of MUNIS job class categories compared to certifications held, and they can be resolved upon discovery.

2.1.3. Teacher and Principal Count

School Year	Teachers	Principals and Assistant Principals	Ratio of All Teachers to All Principals
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
2012-2013	41,965	2,314	18:1

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
2012-2013	35,396

Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under No Child Left Behind (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 2013. Based upon data entry by the local school districts, Kentucky has 99.6% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 99.2% HQ rate reported for 2011-2012, 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. Effective September 1, 2013, the Board adopted the new assessments Special Education: Education of Deaf and Hard of Hearing Students (0272) with a cut score of 160, Special Education: Teaching Students with Visual Impairments (0282) with a cut score of 163, Music: Content and Analysis (0114) with a cut score of 162. The Special Education: Education of Deaf and Hard of Hearing Students assessment was reconstructed to contain only multiple choice items. The music test was redesigned by combining the two content assessments of the previous version.
- 2.3.2. Educational Testing Services (ETS) developed a new Chinese (Mandarin): World Language (5665) assessment. The first administration of this test occurred in October 2012.
- 2.3.3. Effective January 1, 2013, the Kentucky Specialty Test of Instructional and Administrative Practices (6015/1015) began using the cut score of 158.
- 2.3.4. Latin (0600) and Theater (0640) utilized the former National Teacher Examination scores. These assessments have been regenerated and now use the new Praxis cut scores. The new Latin (0601) assessment has a cut score of 166 and the new Theater (0641) assessment has a cut score of 162.
- 2.3.5. ETS is providing computer-delivered options for several approved assessments as required in 16 KAR 6:010 which can be found at: <http://www.lrc.state.ky.us/kar/016/006/010.htm>

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

2.4.1. Number of 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	1,464	155	3,924
2003-2004	1,392	133	3,972
2004-2005	1,402	102	3,917
2005-2006	1,141	86	3,401
2006-2007	1,020	77	2,678
2007-2008	1,111	73	3,045
2008-2009	912	98	2,603
2009-2010	992	70	2,936
2010-2011	883	57	2,546
2011-2012	1,257	66	3,984

2.4.2. Number of 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	5,374	710	11,272
2003-2004	5,627	626	11,843
2004-2005	6,134	683	13,130
2005-2006	6,212	561	12,905
2006-2007	5,894	592	11,980
2007-2008	5,879	808	12,100
2008-2009	6,013	965	11,948
2009-2010	6,470	958	12,811
2010-2011	6,658	942	12,553
2011-2012	6,965	734	12,526

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
2011-2012	345	73	353

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

School Year	Number of KYPT test takers who took the test in Kentucky	Number of KYPT test takers who took the test outside of Kentucky but requested scores be sent to Kentucky	Number of KYPT tests administered in Kentucky
2011-2012	661	61	664

- 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 certification processing during 2012-2013. All communication with applicants, formerly done via USPS mail, is now being done via email, which has increased processing time and saved the agency in printing and postage costs. The division also began sending emails to applicants as soon as their certificate is processed, providing an immediate communication with the applicant when processing is complete.
- 2.5.2. The leadership approach in the Division of Certification has always been based on ongoing communication with those who do the work on a daily basis. This has led to a regular dialogue between staff and the director to maximize the deployment of interim summer staff to eliminate “choke points” during the peak season and streamline the certification process. This reduced turnaround time has not diminished the rapid response to phone and email inquiries.
- 2.5.3. The division began its statewide program for on-line certification for TC-4 applications (Emergency Substitute certificate). The new system was expanded state-wide for the summer of 2012, and over 8500 credentials were issued via this new system for the 2012-2013 school year. The EPSB’s issuance of these certificates will ensure that all such teachers undergo the nationwide background check via the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse, and it will allow the EPSB to more closely examine any character and fitness issues.
- 2.5.4. 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 continues to provide 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](#).
- 2.5.5. Experienced teachers gaining additional certification through TC-HQ since its inception:

Subject Area	Number Certified
Biology	29
Chemistry	38
Earth Science	9
English	30
French	4
German	1
Health	19
Mathematics 8-12	41
Middle Grades English	136
Middle Grades Mathematics	136
Middle Grades Science	95
Middle Grades Social Studies	127
Physical Education	4
Physics 8-12	13
Social Studies 8-12	28
Spanish	8

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 peak season to make changes in how the division utilizes personnel in responding to certification inquiries. The EPSB website also allows interested parties to generate specific reports concerning the different types of alternative and emergency certificates issued throughout the year by district or subject areas.
- 2.6.2. The use of Survey Monkey software assists in providing cost effective and timely data to the Board of a more anecdotal nature (e.g., experiences of alternative certified teachers.)
- 2.6.3. Besides the array of data gathered internally, the certification division director 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 included meeting with and/or presenting to human resources directors, university personnel, and other district personnel formally on at least 15 occasions.
- 2.6.4. 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 the past year, from 188 in 2011-2012 to 118 for 2012-2013. This represents the eighth consecutive year the number of emergency certificates has declined. Many of these emergency-certified teachers do hold other types of full professional 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 2010-2011 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 186 in 2011-2012 to 153 in 2012-2013. This decrease reflects the emphasis of the EPSB to eliminate such certificates. (See table in 2.6.5)
- 2.6.5. Five-Year Count for Emergency and Probationary Certificates

School Year	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Emergency	482	462	265	191	118
Probationary	189	160	202	186	154

- 2.6.6. Similar to emergency certificate numbers, the 2012-2013 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. In 2011, the Kentucky General Assembly passed legislation for Option 8, which allows the Teach For America (TFA) organization to begin work preparing teachers for those eastern Kentucky districts who have contracted with TFA. Forty-six (46) teachers worked under the TFA certificate during 2012-2013, up from twenty-one (21) in the previous year.

2.6.7. Five-Year Count for Alternative Routes to Certification

Description	08-09	09-10	10-11	11-12	12-13
Option 1 - Exceptional Work Experience	17	23	23	27	13
Option 2 - Local District Training	22	23	16	22	18
Option 3 - College Faculty	35	32	34	67	47
Option 4 - Adjunct Instructor	74	63	54	66	66
Option 5 - Veteran of the Armed Forces	35	18	11	27	26
Option 6 - University Based	1,652	1,517	1,409	1,313	1,148
Option 7 - University Institute	9	3	2	6	2
Option 8 - Teach For America	-	-	-	21	46
Grand Totals by School Year	1,844	1,679	1,549	1,549	1,366

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 Kentucky Program Guidelines and is included in the review of all preparation programs.
- 3.1.2. The Code of Ethics is a 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 individuals.
- 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 2012-2013 school year:
 - Alice Lloyd College - Two (2) visits
 - Asbury University - Two (2) visits
 - Bellevue Independent Schools
 - Boone County Public Schools
 - Bowling Green Independent Schools
 - Brescia University - Three (3) visits
 - Campbellsville University
 - Centre College
 - Fayette County Schools Technical Centers
 - Greenup County Public Schools
 - Kenton County Education Association
 - Kentucky Association of School Administrators Law and Education Symposium
 - Kentucky Association of School Administrators Leadership Institute
 - Kentucky Association of School Human Resource Managers
 - Kentucky State University
 - Kentucky Wesleyan University - Two (2) visits
 - Madisonville Community College
 - Murray State University - Two (2) visits
 - Muhlenberg County Public Schools
 - Russell County Public Schools
 - Thomas More College
 - Union College - Two (2) visits
 - University of the Cumberlands
 - University of Kentucky
 - University of Louisville - Five (5) visits
 - University of Pikeville
 - Western Kentucky University - Four (4) visits

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 information technology branch, the LCTS replaced the previous 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 complete record of all certified employees in the participating districts. The TC-4 online project was 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 756 complaints involving allegations of teacher misconduct during 2012. 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, 269 disciplinary cases were initiated in the 2012 calendar year.
- 3.3.2. As of July 2013, 493 disciplinary complaints have been received and 189 disciplinary cases have been opened for the current calendar year.
- 3.3.3. In 2012, 336 character and fitness cases were opened for the EPSB's review. As of July 2013, 133 character and fitness cases have been opened for the current calendar year.
- 3.3.4. The EPSB reviewed 318 disciplinary cases during 2012. The EPSB dismissed 61 cases (19%), voted to hear 170 cases (54%), and deferred 39 cases (12%) for training or more information. The EPSB voted to admonish 48 educators (15%).
- 3.3.5. As of July 2013, there are 279 pending cases referred by the EPSB to a hearing.
- 3.3.6. 355 educator applications were presented to the EPSB in 2012 for character and fitness review. The EPSB approved 294 of those applications, denied 49 applications, and deferred 12.
- 3.3.7. In 2012, the EPSB revoked 30 certificates and 38 were suspended. 140 agreed orders were presented to the Board and all were accepted. The EPSB issued four (4) final orders: three (3) orders permanently revoking a certificate and one (1) order supporting the Board's denial of Respondent's Motion to Rescind.

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

- 3.4.1. In October of 2012, the Acting Executive Director, the Director of Certification, and five (5) members of the EPSB's Division of Legal Services traveled to Cincinnati, Ohio, to attend the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute.

- 3.4.2. In May 2013, four (4) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Association of Administrative Attorneys (KAAA). In June 2013, four (4) of the EPSB attorneys attended the Education Law & Policy Symposium. Also, in June 2013, five (5) of the EPSB attorneys attended administrative hearing training sponsored by the Kentucky Office of the Attorney General, Division of Administrative Hearings. 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. At the January 2013 EPSB board meeting, the EPSB adopted a committee charter for the Committee to Ensure an Ethical Educator Workforce (CEEEW) to conduct a self-audit on disciplinary procedures. Members of the EPSB, Kentucky Educators Association (KEA), and the executive directors of the Kentucky Association of School Superintendents (KASS) and the Kentucky Association of School Administrators (KASA) were appointed to the CEEEW by the Chairperson of the EPSB.
- 3.4.4. 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) 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 Kentucky Teacher Internship Program (KTIP.) Additionally, it provides for the use of the Common Core Standards as mandated by the 2009 Senate Bill 1/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 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. EPSB staff has collaborated with college/university and district staff to align the IECE documents to the updated KTIP TPA task documents. These documents began being used in the fall of 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 flexibility to reduce the number of out-of-class hours, 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 could volunteer to cover the costs for the intern. The following table represents the number of interns for the last five (5) years.

Number of KTIP Interns					
Year	Fall Only	Full-Year	Spring Only	Total	Full-Year Equivalent
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
2012-2013	15	2,423	1	2,439	2,431

- 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 October 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 admission due to budget for the last three (3) years.

Denied Admission to KTIP Due to Budget				
Year	Fall	Spring	Full Year	Total
2010-2011	53	12	0	65
2011-2012	0	265	78	343
2012-2013	1	197	126	324

- 4.2.6. Five-Year Unsuccessful and Resigned Interns Count

Year	Unsuccessful	Resignations	Total	% of Total
2008-2009	22	39	61	2%
2009-2010	18	50	68	3%
2010-2011	12	46	58	2%
2011-2012	19	36	55	2%
2012-2013	24	47	71	3%
Five-Year Total	95	218	313	2.4%

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 2,721 teachers who have earned National Board Certification.
- 4.3.2. In March 2013 the EPSB held a recognition ceremony at the Capitol with recognition in both the House and Senate for new National Board Certified Teachers (NBCTs).
- 4.3.3. Kentucky ranked seventh nationally in the number of new NBCTs in 2012 and ranks tenth in the total number of NBCTs over time.
- 4.3.4. The following link provides annual data updates to the total number of NBCTs by district: www.epsb.ky.gov/documents/NationalBoard/2013Reports/NBCTS_District_Totals.xls
- 4.3.5. Five-Year Results on Successful National Board Candidates

National Board Certification Candidates & Certified Teachers		
Year	Number of Kentucky NB Candidates	Number of Kentucky Teachers Achieving NBPTS Certification
2007-2008	438	230
2008-2009	493	227
2009-2010	585	316
2010-2011	535	289
2011-2012	608	268
Five-Year Total	2,659	1,330

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 74 new candidates currently enrolled in the revised program. The EPSB has 11 sponsor agreements with education agencies that contract for coaching services for CEO 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 was January 15, 2013.

4.4.3. CEO Completion Numbers

Year Completed	Total
1999-2000	30
2000-2001	104
2001-2002	49
2002-2003	59
2003-2004	24
2004-2005	41
2005-2006	22
2006-2007	50
2007-2008	117
2008-2009	103
2009-2010	64
2010-2011	32
2011-2012	7
2012-2013	28
Total	730

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. EPSB began FY 2012-13 with two (2) key leadership vacancies; the Executive Director and the Deputy Executive Director. The Executive Director position was filled by the EPSB on February 1, 2013. The Deputy Executive Director position remained open for the entire fiscal year to allow the new Executive Director time to select an appropriate candidate for the position. In the interim, the former Deputy Executive Director was retained on a personal service contract to perform financial and administrative services on an as-needed basis.
- 5.1.2. Two (2) other EPSB leadership positions have had turnover recently. As a result of selecting the Director of the Division of Professional Learning and Assessment (PLA) for the Executive Director position, a new Director of the PLA division was selected and hired on May 1, 2013. Also, on June 1, 2013, the Director of Certification retired. The position was unfilled at the close of the 2012-2013 fiscal year.
- 5.1.3. Due to budget constraints during the FY 2012-2013 the previous retirement of the Education Administrative Program Manager in the Professional Learning and Assessment Division has remained unfilled. Staff workload was reevaluated to determine the most effective organizational structure for the agency's work and it was decided to eliminate the PLA branch manager position.
- 5.1.4. On March 1, 2013, a system engineer in our Information Technology (IT) branch retired. Because the Commonwealth Office of Technology (COT) is centralizing many of the state IT infrastructure services, this vacant position was eliminated from our personnel cap.
- 5.1.5. The agency currently employs 30 full-time, 1 federally funded time limited (FFTL), and 5 interim state employees. EPSB uses the services of 1 full-time and 8 part-time contract staff. Of the 30 full-time state employees, there are 4 males and 26 females. Currently, 7% 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
 - California Alliance for Clinical Educator Preparation Webinars
 - Career and Technical Teacher Education Conference
 - Commonwealth Collaborative of School Leadership Programs (CCSLP)
 - Core Stakeholder Team for Teacher and Principal Effectiveness
 - Co-Teaching Train-the-Trainer Workshop
 - Council for the Accreditation of Educator Preparation (CAEP) State Partnership conference
 - Council of Chief State School Officers (CCSSO) State Consortium on Educator Effectiveness (SCEE) Summit
 - Education Law & Policy Symposium
 - E-MARS training

- Educational Testing Service (ETS) Client Conferences
- ETS Title II Webinars
- Gates Foundation Teaching is Learning Conference
- Gifted and Talented Advisory Committee meetings
- Governor’s Annual EEO Conference
- Infinite Campus Annual Conference
- Kentucky Association of Colleges of Education (KACTE) Fall Leadership Retreat
- KACTE Spring Conference
- KDE Institution of Higher Education Consortium Meetings
- KDE/ISLN/KLA Joint Summer Meeting
- KDE Promoting Positive Behavior in Schools
- Kentucky Association of Administrative Attorneys
- Kentucky Association of Government Communicators fall and spring conferences
- Kentucky Association of School Administrators Annual Summit
- Kentucky Association of School Administrators Education Law and Policy Symposium
- Kentucky Association of Teacher Educators (KATE) fall conference
- Kentucky Attorney General Administrative Hearings Before State Boards and Agencies
- Kentucky Education Association/KDE Let’s Talk Teacher Effectiveness Conference
- Kentucky Governmental Services Professional Development Workshops and Seminars
- Kentucky Leads the Nation Statewide Summits
- Kentucky Legislative Review Training
- Kentucky Libraries and Archives Training
- Kentucky Public Procurement Association conference
- Kentucky School Boards Association Education Legal Updates
- Legislative Research Commission Legislative Drafting for Attorneys
- Literacy Research Association 2012 Annual Conference
- Lynda.com software training
- MET Teaching is Learning Conference
- Microsoft Excel Training
- Monthly meetings of all eight (8) education cooperatives
- NASDTEC National Conference and Professional Practices Institute
- National Governors Association Center for Best Practice Policy Forum on Teacher Effectiveness
- National Comprehensive Center for Teacher Quality webinars
- NCATE Alliance for Clinical Educator Preparation
- NCATE Alliance webinars
- NCATE Board of Examiners (BOE) Visits - Kennesaw State University & South Dakota State University
- NCATE Regional Conference
- NCATE/CAEP Fall Conference
- NCATE/CAEP State Partnership Meeting
- NCATE/CAEP webinars on accreditation/program review options
- Next Generation (NxGen) Superintendent Leadership Series Work Team
- OVEC Interventions, Innovations through Technology Institute

- Prichard Committee Annual Conference
- Prichard Committee Team on Teacher Effectiveness
- Principal and Teacher Effectiveness Committees
- Schedule of Expenditures of Federal Awards (SEFA) training Teachscape online training
- School Improvement Network Webinar for the Common Core
- State Consortium of Educator Effectiveness (SCEE) National Summit on Educator Effectiveness
- State Consortium of Educator Effectiveness SCEE Webinars
- Southern Regional Education Board (SREB)
- Title II, Teaching Effectiveness Conference
- Unbridled Learning Guiding Coalition
- Westat Title II Webinars

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

- Alice Lloyd College
- Asbury University
- Bellevue Independent Schools
- Boone County Public Schools
- Brescia University
- Career and Technical Teacher Education Conference
- Campbellsville University
- Central Kentucky Professionals in Personnel
- Centre College
- Co-Teaching Train the Trainer Workshop
- Educational Testing Service (ETS) Ethics Conference
- Fayette County Public Schools
- Greenup County Public Schools
- Kenton County Public Schools
- Kentucky Association of Colleges for Teacher Education spring and fall conferences
- Kentucky Association of School Administrators Annual Institute
- Kentucky Association of School Administrators Law and Education Symposium
- Kentucky Association of School Business Officials fall and spring conferences
- Kentucky Association of School Human Resource Managers Annual Conference
- Kentucky Board of Education
- Kentucky Legislative Research Commission Interim Joint Committee for Education
- Kentucky Legislative Research Commission Program and Investigative Committee
- Kentucky State University
- Kentucky Teacher Internship Program (KTIP) Training
- Kentucky Wesleyan University
- Literacy Research Association 2012 Annual Conference
- Local Educator Assignment Data Windows Live Training for Kentucky School Districts
- Madisonville Community College
- Murray State University
- Muhlenberg County Public Schools

- National Independent Educator Standards Board Association (NIESBA)
- NCATE Alliance for Clinical Educator Preparation
- NASDTEC National Conference and Professional Practices Institute
- New Teacher Fairs in Lexington, Bowling Green, and Shelbyville
- Russell County Public Schools
- Southern Legislative Conference
- Thomas More College
- University of Kentucky
- University of Louisville
- University of Pikeville
- Western Kentucky University

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

- Director of Certification served as an Executive Board Member of the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Director of Educator Preparation was a national member of the NCATE Board of Examiners
- Executive Director serves on the Board of the Kentucky Center for Education and Workforce Statistics (KCEWS)
- Executive Director represents Kentucky on the National Independent Educator Standards Board Association (NIESBA)
- Executive Director serves on the Unbridled Learning Guiding Coalition
- Executive Director served as a member of the Educational Testing Service (ETS) Teacher Licensure Advisory Council
- Executive Director served as a member on the TELL Advisory Committee

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 2013 enacted budget the EPSB's general fund budget was 5.8% less than in FY 2012 (\$429,600.) There were no additional reductions implemented throughout the fiscal year. There was one budget increase adjustment from the Governor's office for \$3,900 to cover health insurance costs. None of the EPSB additional funding requests for FY 2013 were granted, including the two (2) vacant positions that were already filled by the time the FY 2012 and FY2013 budgets were approved by the General Assembly and the Governor.
- 5.3.2. Because of the significant reduction in our general fund appropriation, EPSB excluded the National Board Certification (NBC) program from general fund allocations, thus eliminating mentoring, reimbursements for substitute teachers and stipends. However, 255 new NBC candidates were reimbursed 75% of their out-of-pocket costs for application fees from the NBC trust funds upon successful completion of National Board Certification.
- 5.3.3. \$90,000 was granted to EPSB for KTIP in FY 2012-2013 by the Department of Career and Technical Education, which allowed the admission of 60 additional new Career and Technical teachers into this certification program.

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 2012 and the January 2013 meetings, detailing the expenditures to date 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:

- Continuation of expansion of the EPSB Data Dashboard
- Continuation of expansion for the online TC-4 Application for state wide usage.
- Information System Branch developed the Field Experience Placement Tool, a tool used by the university/colleges to search Public P-12 classroom school setting characteristics for candidate placement.
- Information System Branch developed the Kentucky Field Experience Tracking System (KFETS), a system for candidates to record their 200 hours of clinical field experience. Candidates will begin using KFETS in the fall of 2013.
- The Division of Educator Preparation's admission and exit data system has been enhanced to allow the university/colleges to see the candidate's certification, teaching assignments, current job classification and KTIP information.
- The certification data system has been enhanced to allow staff to record telephone notes. The division has record 4,568 entries since going live on March 22, 2013.
- The EPSB is participating in a grant program from the Institute of Education Sciences (IES) State Longitudinal Data System (SLDS). Through the grant, provided by the U.S. DOE, Institute of Education Sciences (IES), KDE, CPE and the EPSB are working together to expand and enhance postsecondary, educator preparation, and workforce data linked to the states existing P-20 longitudinal data system. The SLDS grant will help expand the data collection of student teachers placed out of state or out of the country; redesign the 11 year old EPSB Praxis test score load program and convert it to a web application; and assist in the expansion of the admission and exit data system to collect program data on advanced graduate programs and automation of college recommendations. These systems modifications will improve the quality and efficiency of data being collected and reduce the amount of paper the EPSB receives, as well as collecting additional information for the program review and accreditation processes.

5.5.2. Significant cost cutting measures:

- An investment in new network and desktop hardware and software in FY 2012 provided for a significant reduction in costs in FY 2013.
- COT pass-through charges were \$48,015 lower in FY 2013 than the prior year due primarily to the implementation of a VOIP telephone system in FY 2012, and the renegotiation of maintenance contracts on computer software.
- General liability insurance on the EPSB and executive staff was reduced approximately \$10,000 in FY 2013, due to a change in the insurer and the absence of claims over the past several years.
- Edmodo, a free social network geared towards educators, is utilized as a communication platform with and among institutions to provide opportunity for discussion and posting of important information. Edmodo is also used to provide the 16 KAR 5:040 assessment to fulfill the training for basic responsibilities of cooperating teachers and university supervisors.
- Use of Microsoft Lync for the agency to conduct online meetings has reduced travel expenditures for the agency.



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