



*EPSB*

**Education Professional  
Standards Board**

**2016-2017 Annual Report**

# EPSB Goals and Strategies Annual Report

July 1, 2016 - June 30, 2017

## 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 2017:

- Asbury University
- Bellarmine University
- Brescia University
- Campbellsville University
- Eastern Kentucky University
- Georgetown College
- Kentucky Christian University
- Lindsey Wilson College
- Midway University
- Morehead State University
- Murray State University
- Northern Kentucky University
- Spalding University
- Thomas More College
- Union College
- University of Kentucky
- University of Louisville
- University of Pikeville
- University of the Cumberland

- Western Kentucky University

1.1.2. Approved principal redesign programs as of July 2017:

- Asbury University
- Bellarmine University
- Eastern Kentucky University
- Georgetown College
- 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 2016:

- University of Louisville (CAEP/EPSB visit)
- Murray State University (CAEP/EPSB visit)

1.1.4. Accreditation visits Spring 2017:

- Thomas More College (CAEP/EPSB visit)

1.1.5. Program activity for July 2016 – June 2017

<b>Educator Preparation Provider</b>	<b>Program</b>	<b>Action</b>	<b>Date</b>
Bellarmine University	Off-Site Locations for Principal P-12 program	Approved	August 2016
	Certification Only programs: MS English, MS Math, MS Science, Biological Science 8-12, Chemistry 8-12, Physics 8-12, and Social Studies 8-12	Closed	December 2016
	Principal P-12 (Rank I Master's)	Closed	December 2016
Berea College	Art P-12 (Initial Undergrad – Baccalaureate)	Closed	January 2017
Boyce College	Elementary P-5 (Initial Undergrad – Baccalaureate)	Under Review	
Brescia University	Accreditation and Continuing Programs	Accredited and Approved Programs	August 2016
Campbellsville University	Middle School Grades 5-9 (Initial Graduate – Master of Arts in Teaching)	Approved	August 2016
	Middle School Grades 5-9 (Initial Graduate – Option 6 – Master of Arts in Teaching)	Approved	August 2016

	Off-Site Location for Elementary P-5 and IECE (Initial Undergraduate) programs	Approved	October 2016
	Grades 8-12: Biological Science, Chemistry, English, Mathematics, and Social Studies (Initial Graduate – Master of Arts in Teaching)	Approved	April 2017
	Grades 8-12: Biological Science, Chemistry, English, Mathematics, and Social Studies (Initial Graduate – Option 6 – Master of Arts in Teaching)	Approved	April 2017
	Waiver of 16 KAR 1:010		June 2017
Eastern Kentucky University	Instructional Computer Technology P-12 Endorsement (Advanced)		June 2017
	Elementary P-5 Math Specialist Endorsement (Advanced)		June 2017
	School Media Librarian (Certification Only – Initial Undergrad and Option 6; Initial Grad Option 6)	Closed	May 2017
	Individual Intellectual Assessment P-12 Endorsement	Closed	May 2017
Kentucky Christian University	Teacher Leader for Rank II – Master of Arts in Education (Advanced)	Approved	October 2016
Kentucky Department of Education	Career and Technical Education – New Teacher Institute		June 2017
Murray State University	Physics 8-12 (Initial Grad – Option 6 Certification Only)	Closed	February 2017
	Occupation-Based CTE 5-12 (Initial Grad – Master's for Rank I)	Closed	November 2016
	Mathematics (Advanced – Rank II)	Closed	November 2016
	School Safety Endorsement	Closed	November 2016
	Business and Marketing 5-12 (Initial Grad and Option 6)	Closed	October 2016
	Engineering and Technology 5-12 (Initial Graduate and Option 6)	Closed	August 2016
	Family and Consumer Sciences 5-12 (Initial Graduate and Option 6)	Closed	August 2016
Thomas More College	Waiver of NCATE Standards for Spring 2017 Visit	Approved	October 2016
University of Kentucky	Accreditation and Continuing Programs	Approved	August 2016
	Mathematics (Rank I non-degree)	Closed	November 2016
	Waiver of 16 KAR 9:080 (Remote Observations continuing waiver from April 2014)	Approved	December 2016
University of Louisville	Communication Disorders P-12 (Initial Grad)	Closed	July 2016
University of Pikeville	Off-Site Locations for Teacher Leader program		June 2017

University of the Cumberlands	IECE (Initial Undergraduate)	Approved	August 2016
	English as a Second Language P-12 Endorsement (Advanced)	Approved	April 2017
	Learning and Behavior Disorders P-12 with Rank I (Advanced)	Approved	April 2017

1.1.6. Kentucky Educator Program Review System (KEPRS)

The KEPRS project continues to meet major milestones and targets. The most important accomplishment has been the launch of the initial modules into a production environment in which all EPPs have an opportunity to enter their programs, courses, clinical educators, assessments and contact information. The Division of Educator Prep has recently completed three training sessions about the new KEPRS system for Program Reviews. We have conducted three trainings to date, hosted by University of Louisville (UofL), University of Kentucky (UK) and Western Kentucky University (WKU). The following institutions had representation at these trainings: UofL, Bellarmine, Spalding, Kentucky Wesleyan, Campbellsville, Murray State, WKU, Lindsey Wilson, Asbury, UK, Kentucky State University and Transylvania University.

We are scheduling three other trainings to be hosted by Northern Kentucky University, Berea College, and Morehead State University in August. EPSB will host a training in October for anyone who was unable to participate in the previous sessions. We also anticipate a second round of education later in 2017 as new modules and functionality become available in production.

This system is ready for each EPP to enter program information, which includes data in the following areas:

- IHE and EPP Profiles
- Contacts – (Used to be called the Annual Personnel Report)
- Permissions – (Each EPP assigns permission rights to their users)
- Courses
- Courses linked to programs
- Courses aligned to standard components
- Clinical Educators
- Clinical Educators linked to courses
- Clinical Educators linked to programs
- Assessments
- Assessments linked to programs
- Assessments aligned to standards
- Program Inventory – (Live view of your approved programs and related data)

The KEPRS Program Manager completed a significant migration to adopt new category and naming conventions.

- All program names were adjusted in order to match one of the Program Categories (School Principal (P-12) is now School Principal).

- The program types were renamed to closely align to current terminology and CAEP definitions. For example – “Initial Certificate Bachelor’s Level” will become “Initial Undergraduate”
- The CRED codes were split into separate programs only if multiple level credentials are to be awarded. For example, KDP1 and KDP2 for the Director of Pupil Personnel, or KDS1 and KDS2 for Director of Special Education. This is required to allow for the new automation of online forms which need to award the proper credential at the time of either program completion or recommendation from the EPP.

KEPRS Development of template questions and responses:

- A question bank has been designed, driven by rules, which align proper questions to each program code so EPPs can provide narrative information in support of their programs.
- EPPs will have the ability to provide responses and duplicate them across applicable programs.

#### 1.1.7. Implementation of 16 KAR 5:060 (Literacy Program Requirements)

The current status reflects:

- Twenty-five (25) EPPs submitted the required Literacy regulation compliance documents for review. (Only the JCPS ACES program did not submit. One other EPP, Kentucky State, has not resubmitted its compliance documents after those were returned by the EPSB to Kentucky State in June 2016 with details required for review of documents.)
- Of the twenty-five (25) EPPs initially submitting the required documents, only five (5) have met final approval status and are considered in compliance: Asbury, Berea, Campbellsville, Spalding and University of Louisville.
- Only one (1) EPP earned approval status with the initial submission of the required documents: Spalding University.
- Of the remaining twenty (20) EPPs that are now in non-compliance status, their documents are currently in the first or second rejoinder phase awaiting review by assigned content reviewers or resubmission from the EPPs responding to findings of the content reviewers.
- A total of twenty-four (24) literacy regulation compliance templates and supporting documents have been assigned to the content reviewers and, in some instances, they have been re-submitted as rejoinders up to two additional times and reviewed by the content reviewers again each time.
- Twenty-four (24) EPPs have received detailed feedback from staff (based on a compilation of findings from initial staff review and three content reviewers) and twenty-three (23) of those were asked to re-submit documents as a Rejoinder after addressing the concerns/findings.
- Thirty-five (35) qualified individuals initially agreed to serve as content reviewers; however, only thirty (30) have accepted assignments and served as reviewers. Currently there are only twenty-seven (27) serving as content reviewers as eight (8) reviewers have resigned.

- Currently only these EPPS are represented with content reviewers serving: Asbury University, Bellarmine University, Berea College, Brescia University, Campbellsville University, Eastern Kentucky University, Georgetown College, Midway University, Murray State University, Northern Kentucky University, Spalding University, Transylvania University, University of the Cumberlands, University of Louisville, University of Pikeville, and Western Kentucky University.
- Currently four (4) additional content reviewers representing KDE or P-12 classroom teachers are continuing to serve as reviewers.
- Several reviewers have served on as many as three (3) review teams and the need continues for participation of additional content reviewers.

**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 three institutions:
- Alice Lloyd College
  - Kentucky State University
  - Transylvania University
- 1.2.2. Program approval recommendations were reviewed by the appropriate committees:
- Teacher Leader proposals – Master’s Review Committee
  - Principal proposals – Principal Review Committee
  - Superintendent proposals – Superintendent Review Committee
  - Base, restricted base, and endorsement program proposals – Content Area Program Review Committee and Reading Committee
- 1.2.3. Accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee:
- August 2016 –University of Kentucky, Brescia University

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

- 1.3.1. Technical assistance was provided to EPPs regarding program revisions, program submissions, and accreditation issues.
- 1.3.2. 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 occurred for fourteen institutions.
- 1.3.3. Technical assistance was provided to IHEs regarding the online Cooperating Teacher Program computer application.
- 1.3.4. Interpretation and implementation of state regulations related to student teacher placement in the Cooperating Teacher Program were provided by EPSB staff.

- 1.3.5. Guidance was provided to EPP personnel to ensure that each Kentucky student teacher is placed with a qualified supervising teacher through the Cooperating Teacher Program.
- 1.3.6. Assistance was provided to cooperating teachers seeking tuition waivers for their service as cooperating teachers.
- 1.3.7. Technical assistance was provided to EPPs regarding the Admission and Exit report.
- 1.3.8. Assistance was provided to EPPs regarding completion of the Higher Education Opportunity Act Title II report.
- 1.3.9. Technical assistance was provided to EPPs regarding the CAEP Annual Report.
- 1.3.10. Staff provided assistance related to EPPs, P-12 teachers, and others via e-mails, presentations and telephone calls.
- 1.3.11. Staff provided training and assistance related to the Kentucky Field Experience Tracking System (KFETS).
- 1.3.12. DEP staff continued work with EPSB IT staff to develop the Kentucky Educator Preparation Accountability System (KEPAS) which includes annual reporting components.

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

- 1.4.1. EPSB staff participated in webinars on the CAEP Standards, Title II Reporting, Accountability, and Technology.
- 1.4.2. EPSB staff received feedback from EPPs 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. EPSB continued collaboration with KDE, CPE, and outside experts to develop metrics for evaluating program effectiveness at both the initial and advanced levels.
- 1.4.4. Staff attended the Association of American Colleges for Teacher Education (AACTE) Annual Meeting.
- 1.4.5. Staff attended the CAEP Conference in Washington, D.C., in September 2016, to continue learning about the new standards, policies, and processes.

Staff attended the CAEP Spring Conference in St. Louis, MO, in March 2017, to continue learning about the new standards, policies, and processes.

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



- 1.5.1. The Reading Committee reviewed 60 programs in the Fall 2016 and 11 in Spring 2017.
- 1.5.2. The Teacher Leader Master's Review Committee meets as needed in an online environment. This committee reviewed two program proposals in Fall 2016 and one in Spring 2017.
- 1.5.3. The Principal Review Committee meets as needed in an online environment. This committee review one program proposal in the Fall 2016 and Spring 2017.
- 1.5.4. The Literacy regulation, 16 KAR 5:060 was implemented to ensure that every middle/secondary and other specified P-12 preparation program prepares all teachers to address literacy across content areas.  
See section 1.1.7 of this report for additional details.

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

- 1.6.1. PARC completed its work on procedures and protocols to reflect the new accreditation and program approval procedure options.
- 1.6.2. Staff members continue to participate in NCATE's transition to CAEP to ensure that the EPSB and Kentucky's educator preparation providers are aware of the changes. In Fall 2016 two public institutions (University of Louisville and Murray State University) had the first CAEP visits conducted in Kentucky. In Spring 2017 one independent institution (Thomas More College) had its first CAEP visit.

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

- 1.7.1. Institutional and preparation program information is updated regularly on the EPSB website.
- 1.7.2. 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 2016-17, the DEP distributed \$496,407 in compensation to the 2,480 Cooperating Teachers for their supervisory work with the 1,730 student teachers.
- 1.7.3. In the 2016-2017 reporting period, 144 student teachers were placed outside Kentucky.
- 1.7.4. The DEP works with EPPs to ensure cooperating teachers are trained in basic responsibilities of the cooperating teacher and best practice in supporting the student teacher.
- 1.7.5. DEP staff work directly with educator preparation providers on a daily basis to ensure accurate and complete data are provided by and to educator preparation providers (e.g., ensuring that admission and exit candidate data are accurate so certificate issuance is streamlined).

- 1.7.6. DEP staff and the EPSB IT staff collaborated to improve the functionality and utility of the Admissions and Exits System application.
- 1.7.7. The DEP continued to ensure collaboration between the Kentucky Center for Education and Workforce Statistics (KCEWS) and EPPs by sharing information among the partners and engaging KCEWS attendance at KACTE meetings.
- 1.7.8 The DEP and IT staff continued collaboration with KDE, KACTE Information Technology in Education Preparation (K-ITEP), and other education partners to refine and provide additional training on a state-of-the-art online system linking Kentucky’s Infinite Campus student and classroom data to pre-service field experience reporting. The system, KFETS, is accessible to institutions and candidates completing field experiences as a component of an educator preparation course. KFETS helps ensure consistent reporting for all candidates and programs. The KFETS system is the first of its kind and provides 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 KCEWS 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 and 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. The percentage of teachers who are clearing the report for Fall 2016 was 99.74%. Of the 40,528 teachers audited in the Fall 2016 report, only 175 were “flagged” due to an issue with certification for all or (usually) part of their teaching schedule. Of those 175 “flagged,” fifteen 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 2016-2017 school year due to LEAD reporting errors.
- 2.1.2. There were 116 unresolved certification issues in Fall 2016. 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 2017-2018 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
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			All Principals
<b>2004-2005</b>	42,325	2,035	21:1
<b>2005-2006</b>	44,790	2,079	22:1
<b>2006-2007</b>	44,789	2,118	21:1
<b>2007-2008</b>	44,608	2,124	21:1
<b>2008-2009</b>	43,620	2,156	20:1
<b>2009-2010</b>	42,796	2,186	20:1
<b>2010-2011</b>	42,708	2,205	19:1
<b>2011-2012</b>	42,582	2,259	19:1
<b>2012-2013</b>	41,965	2,314	18:1
<b>2013-2014</b>	41,346	2,326	18:1
<b>2014-2015</b>	41,735	2,358	18:1
<b>2015-2016</b>	41,394	2,385	17:1
<b>2016-2017</b>	41,223	2,409	17:1

2.1.1. Total applications processed by the Division of Certification

School Year	Total
<b>2011-2012</b>	31,334
<b>2012-2013</b>	35,396
<b>2013-2014</b>	33,032
<b>2014-2015</b>	37,836
<b>2015-2016</b>	35,594
<b>2016-2017</b>	36,398

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

2.2.1. Effective July 1, 2016, Kentucky School districts were no longer required to identify, document, and report “Highly Qualified Teacher” (HQT) status for teachers hired after December 10, 2015. The LEAD report is still a requirement and KDE will use it for federal reporting purposes. When the NCLB was written in 2001, “highly qualified” requirements were inserted into the Act in an effort to ensure that every child would be instructed by an effective teacher. Implementing the “highly qualified” requirements of NCLB proved difficult. “Highly qualified” was ambiguous and hard to define. ESSA has

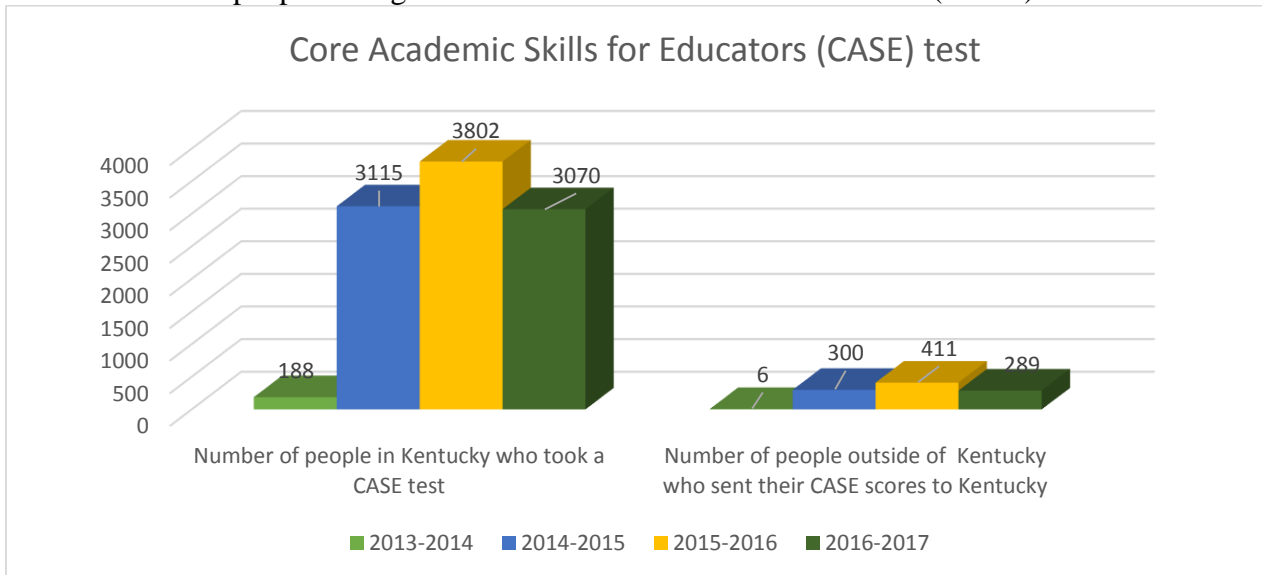
attempted to address this issue by eliminating the “highly qualified teacher” requirements and mandating that states require that teachers meet the applicable state certification and licensure requirements.

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

2.3.1. The Division of Professional Learning and Assessment (PLA) at the EPSB works closely with ETS who employs experts in research, test development, psychometrics, statistical analysis, linguistics and global assessment, and specialists in education policy. ETS has built a strong chain of validity evidence from assessment development through adoption and administration. The Division monitors statewide pass rates and conducts assessment reviews as needed.

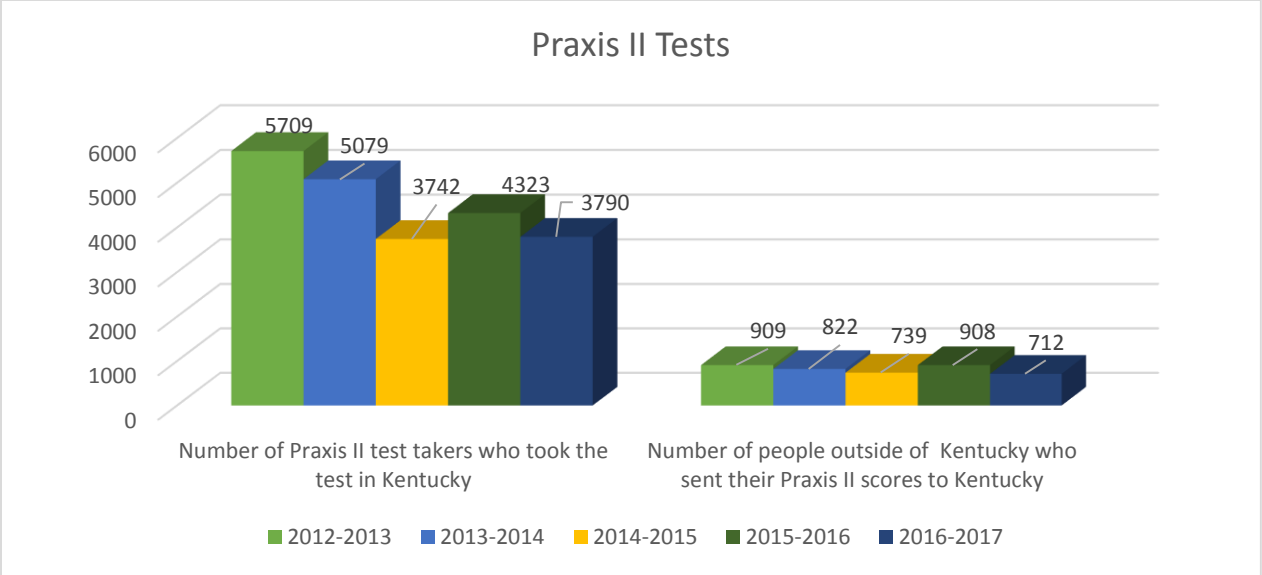
**Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.**

2.4.1. Number of people taking the Core Academic Skills for Educators (CASE) test



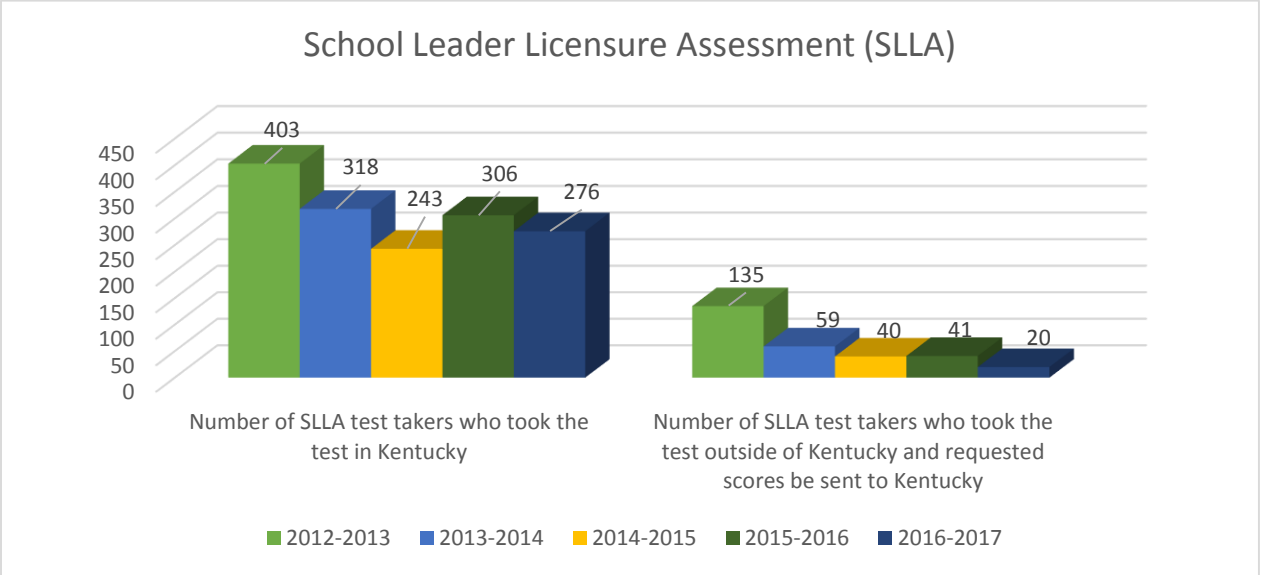
Notes: Counts include any examinee who took a test in Kentucky regardless of whether the score was reported or not. School year runs from September 1-August 31; 2016-2017 data listed includes test dates through June 20, 2017.

2.4.2. Number of people taking Praxis II tests



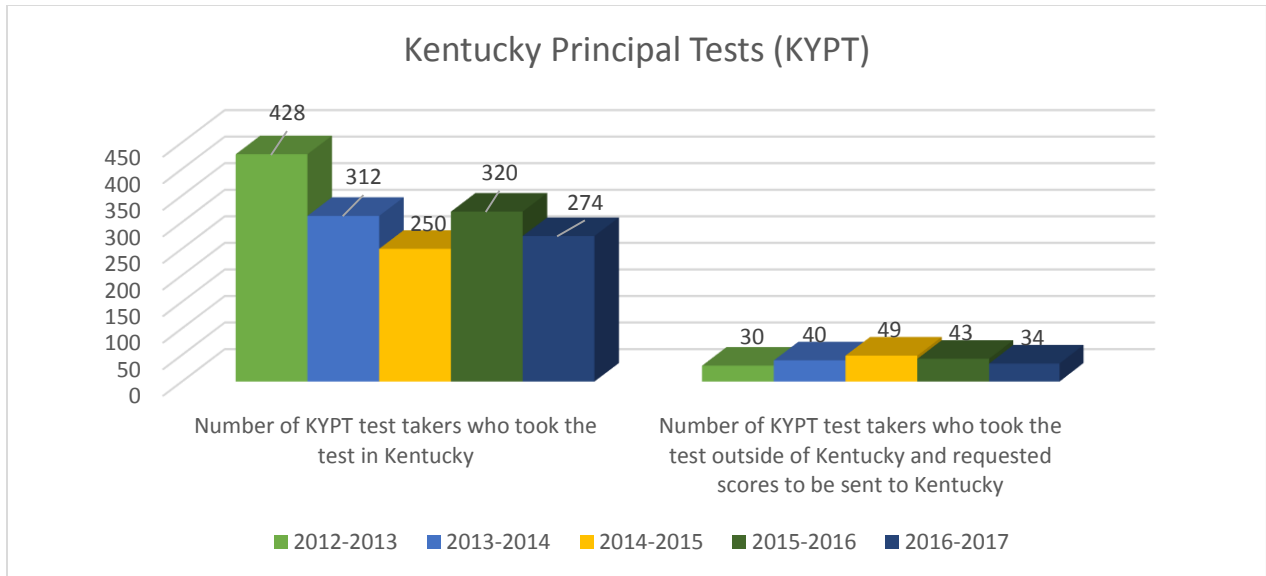
Notes: Counts include any examinee who took a test in Kentucky regardless of whether the score was reported or not. School year runs from September 1-August 31; 2016-2017 data listed includes test dates through June 20, 2017.

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



Notes: Counts include any examinee who took a test in Kentucky regardless of whether the score was reported or not. School year runs from September 1-August 31; 2016-2017 data listed includes test dates through June 20, 2017.

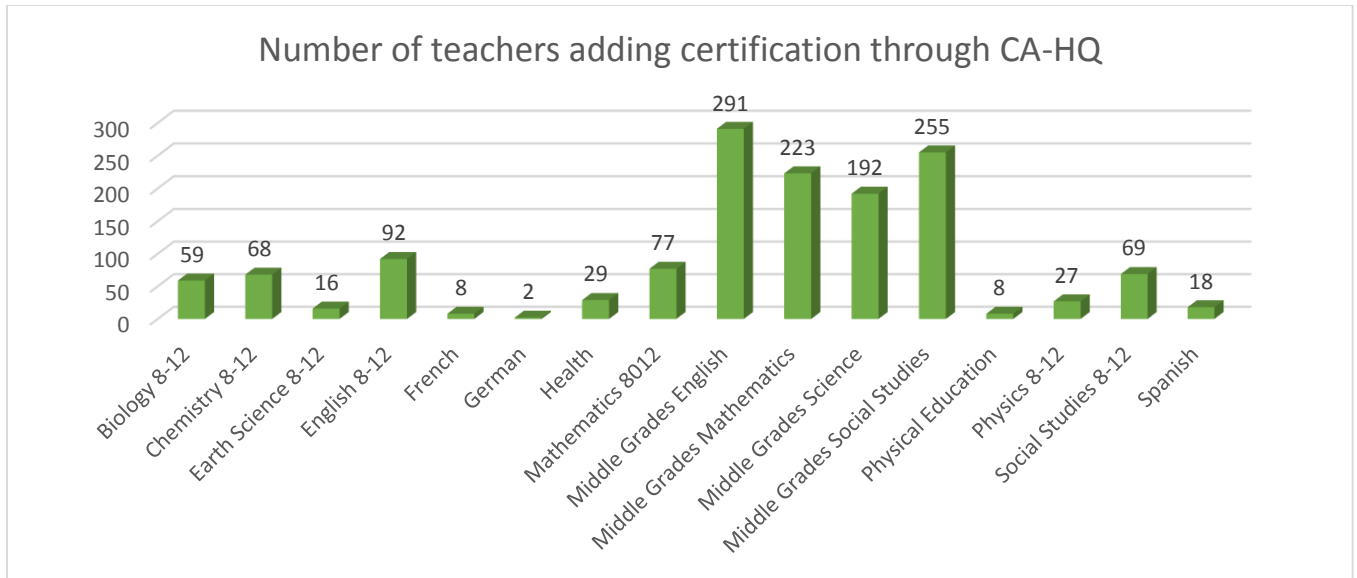
### 2.4.5. Number of Kentucky Principal Tests (KYPT)



Notes: Counts include any examinee who took a test in Kentucky regardless of whether the score was reported or not. School year runs from September 1-August 31; 2016-2017 data listed includes test dates through June 20, 2017.

**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 2016-2017. All communication with applicants, formerly done via USPS mail, is now done via email, which has increased processing time and saves the agency in printing and postage costs. The division also sends 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 EPSB's issuance of the online CA-4 application for Emergency Substitute certificate ensures that all such teachers undergo a nationwide background check via the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse, and allows the EPSB to more closely examine any character and fitness issues.
- 2.5.3. Experienced teachers gaining additional certification through CA-HQ (formerly TC-HQ) since its inception:



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

- 2.6.1. The certification data system (Web E03) allows the Division of Certification director and certification consultants to view reports on the number of certificate transactions occurring daily. This is especially useful during the peak summer season to make changes in how the division utilizes personnel in responding promptly to certification inquiries.
- 2.6.2. Besides the array of data gathered internally, the Certification Division continued to expand trainings with constituent groups and 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 school district personnel.
- 2.6.3. The number of emergency, probationary, and alternative route certificates is also a data element which is requested often for decision and policy making, especially outside the agency. There were 321 emergency certificates issued in 2016-2017. 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. It should be noted that the number of probationary certificates dropped from 163 in 2015-2016 to 158 in 2016-2017. (See table in 2.6.4)

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

School Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Emergency	118	153	244	268	321
Probationary	154	136	157	164	158

2.6.5. The 2016-2017 year reflected an increase in the number of Kentucky teachers using an alternative route to acquire certification. This is likely attributed to the overall hiring of more new teachers during the year across the state.

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

Description	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Option 1 - Exceptional Work Experience	13	18	11	21	26
Option 2 - Local District Training	18	1	1	10	8
Option 3 - College Faculty	48	35	55	59	61
Option 4 - Adjunct Instructor	66	71	68	72	73
Option 5 - Veteran of the Armed Forces	26	17	21	16	12
Option 6 - University Based	1,148	942	829	987	1213
Option 7 - University Institute	2	1	0	0	0
Option 8 - Teach For America	46	74	60	60	55
<b>Grand Totals by School Year</b>	1,367	1,159	1,045	1,225	1,448

## 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 is posted on the EPSB website and Code of Ethics cards are mailed to school districts and educator preparation institutions 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 for Spanish-speaking individuals on the EPSB's website. <http://www.epsb.ky.gov/legal/codesp.asp>
- 3.1.5. The Division of Legal Services continues to provide ethics seminars for student teachers and practicing educators at school districts, colleges, and universities throughout the state. Seminars took place at the following locations during the 2016-2017 school year:



- Asbury University
- Kentucky Association of School Administrators – Education Law & Finance Institute
- Kentucky Association of School Administrators – New Superintendent Training
- Kentucky Association of School Business Officials
- Kentucky Department of Education- Commissioner’s Student Council
- Kentucky Educational Development Corporation
- Russell County Schools
- SESC Educational Cooperative

**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. The Online Educator Complaint system is fully operational and allows school districts to report violations through the EPSB website. Superintendents now have access to the system and have the ability to assign a person within the district (e.g., a human resource director) to be her/his designee to submit information. Staff led three (3) webinars on the system and continue to supply instructions upon request.

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

- 3.3.1. The Division of Legal Services received 689 complaints involving allegations of violations by certified educators during the 2016 calendar year. An educator case is opened against a teacher when a complaint contains credible evidence that the educator violated either the Professional Code of Ethics for Kentucky Certified School Personnel or KRS 161.120. The Executive Director and two legal staff members review the complaints to make that determination. Pursuant to that standard, 387 educator cases were initiated in the 2016 calendar year.
- 3.3.2. As of July 12, 2017, a total of 604 complaints have been received and 411 educator cases have been opened for the current calendar year.
- 3.3.3. The EPSB reviewed 360 educator cases during 2016. The EPSB dismissed eighty-six cases (24%), voted to hear 111 cases (31%), and deferred 105 cases (29%) for training or for more information. The EPSB voted to admonish fifty-eight educators (16%).
- 3.3.4. As of July 12, 2017, there are 245 pending cases referred by the EPSB for attorney review and a potential hearing.

- 3.3.5. In 2016, a total of 302 educator applications were presented to the EPSB for character and fitness review. The EPSB approved 250 of those applications, denied forty-eight applications and deferred four.
- 3.3.6. In the 2016 calendar year, the EPSB revoked twenty-seven certificates and thirty-eight certificates were suspended. There were 183 agreed orders presented to the Board and all were accepted. The EPSB issued four final orders.
- 3.3.7 As part of the Strategic Plan for the EPSB, regular meetings of the Board were held on the second Monday of even number months to establish consistent meeting dates to ensure timely presentation of disciplinary cases to the Board. To avoid conflicts that may arise with the beginning and end of the school year, the June and August Board meetings were held on the third Monday of the month.

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

- 3.4.1. In October 2016, four of the EPSB staff members attended the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute in Des Moines, Iowa. In October, one of the EPSB attorneys attended the Hearing Officer training provided by the Administrative Hearings Branch of the Office of the Attorney General.
- 3.4.2. In March 2017, three of the EPSB attorneys attended the Kentucky Association of School Administrators' Education Law & Finance Institute. In May 2017, four of the attorneys attended the conference for the Kentucky Association of Administrative Adjudicators. In addition to these trainings, the EPSB attorneys have also attended various continuing legal education seminars in order to become better versed on state and federal law.
- 3.4.3. At the April 10, 2017, EPSB Board meeting, the *Procedures relating to Board Action on a Certificate Holder's Certificate* was approved by the Board. At the June 19, 2017 Board Meeting, the *Policy Governing Proceedings Relating to Action on an Application for Certification or an Educator's Certification* was presented to the Board as an information item. This policy and procedures was created to increase the efficiency in processing reports and complaints of violations committed by certified educators. It also provides greater transparency by placing the entire process in a written procedure.
- 3.4.4. The full-time staff of the Division of Legal Services continuously reviews internal procedures to ensure that all educators are treated fairly during the disciplinary process. Staff attends administrative hearing process training 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 when an educator's certificate is suspended. KECI also notes if an educator's certificate has been

revoked. The website to access KECI can be found at: <https://wd.kyepsb.net/EPSB.WebApps/KECI>.

- 3.5.2. An official file is created and maintained for each complaint that results in an educator case. Once the Board has taken final action on that case, the file is subject to Open Records.

**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 Kentucky Teacher Internship Program (KTIP) successfully completed its first year of full implementation after being aligned to the Kentucky Framework for Teaching. Regulation revisions to 16 KAR 7:010 have been made to mirror the new program.

**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 KTIP face-to-face training includes procedural information and observation rating practice that intern committee members (including principal, resource teacher, and teacher educator) must complete in order to demonstrate their understanding of the framework and their ability to mentor the intern to successful completion.
- 4.2.2. KRS 161.030 mandates that resource teachers spend forty out-of-class hours in consultation with the interns. PLA monitors all timesheets of out-of-class hours. 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
2012-2013	15	2,423	1	2,439	2,431
2013-2014	19	2,369	1	2,389	2,379
2014-2015	17	2,459	1	2,477	2,468
2015-2016	10	2,474	0	2,484	2,479
2016-2017	11	2,214	257	2,482	2,348

Due to annual budget constraints, some new teachers were denied entry into the internship program from 2011-2015 school year. Regulatory changes allowed those who were hired after the deadline and did not have the required minimum 140 instructional days for KTIP to receive a Provisional Internship Certificate in the fall, thereby classifying them as highly qualified. For the 2016-2017 school year no new teachers were denied due to budget.

The following table represents the number of interns denied admission due to budget for the past five years.

Denied Admission to KTIP Due to Budget				
Year	Fall	Spring	Full Year	Total
2011-2012	1	265	78	272
2012-2013	1	197	126	324
2013-2014	0	216	102	318
2014-2015	1	188	267	456
2015-2016	2	193	137	332
2016-2017	0	0	0	0

4.2.3. Unsuccessful and Resigned Interns (Five-Year Count)

Year	Unsuccessful	Resignations	Total	% of Total
2012-2013	24	47	71	3%
2013-2014	17	29	46	2%
2014-2015	18	36	54	2%
2015-2016	7	30	37	1%
2016-2017	12	63	75	3%

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

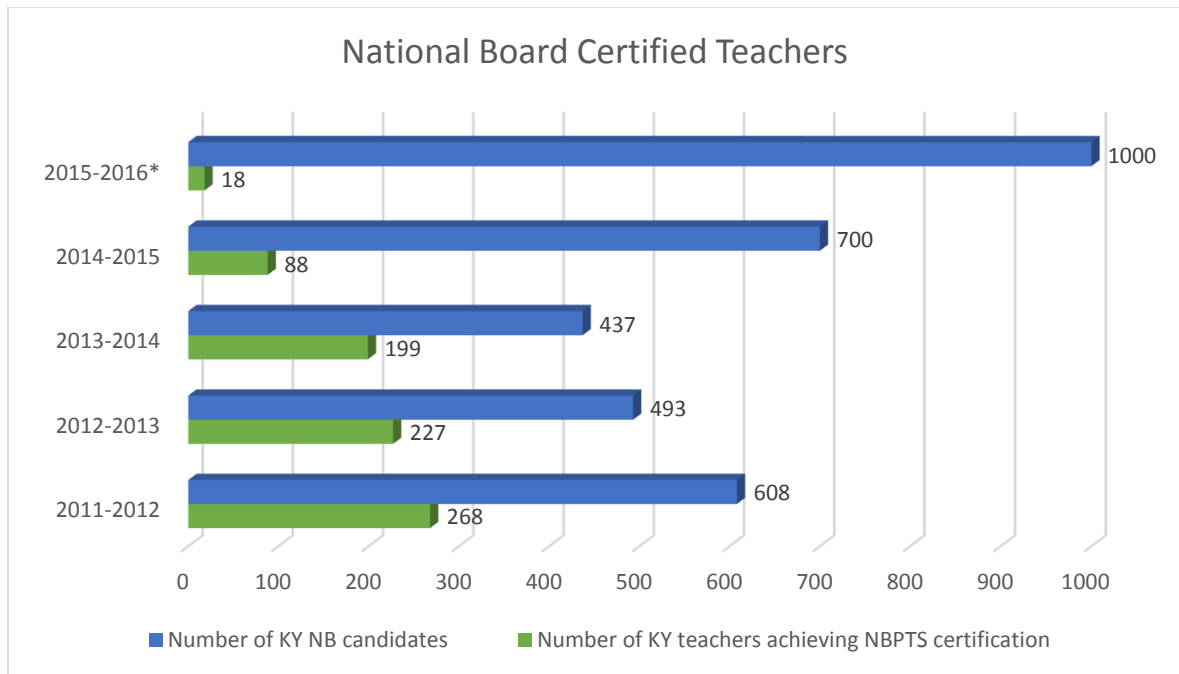
4.3.1. Kentucky has 3,292 teachers who have earned National Board Certification.

4.3.2. Kentucky honored eighteen new National Board Certified Teachers (NBCT) and one hundred-one renewals this year at the Capitol Rotunda on February 23, 2017. Kentucky ranks sixth in the nation for the percentage of teachers who are board certified (8%) with nearly 1,000 teachers currently pursuing National Board Certification. Kentucky ranks ninth overall in the nation for the total number of National Board Certified Teachers.

4.3.3. The following link provides annual data updates to the total number of NBCTs by district:

[http://www.boardcertifiedteachers.org/sites/default/files/state\\_profiles/State%20Profiles\\_2015\\_KY.pdf](http://www.boardcertifiedteachers.org/sites/default/files/state_profiles/State%20Profiles_2015_KY.pdf)

4.3.4. National Board for Professional Certified Teaching Standards Candidates (Five-Year Count).



\*includes number through July 6, 2017

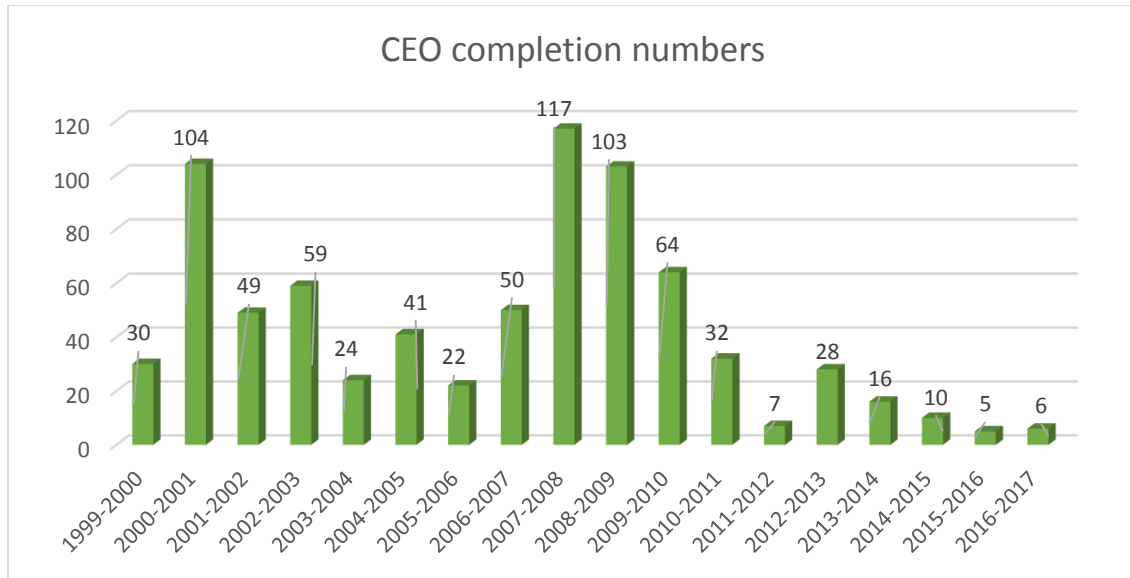
*It is important to note that the decrease in the number of teachers achieving certification since 2014 and the increase in candidates since 2014 is due to the roll-out of the new process; the first cohort of NBCTs in the new process will certify in the fall/winter of 2017.*

4.3.5. The EPSB, the Kentucky Department of Education (KDE), and the Kentucky Educator Association (KEA) were named as site partners and recipients of the United States Department of Education Supporting Effective Educator Development (SEED) grant. The goal of the SEED grant is to make board certification the norm for all students. The SEED grant is focused on building locally sustained supports for educators across the career continuum that lead to board certification and leverage the instructional expertise of board certified teachers.

**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 twenty-eight candidates currently enrolled in the program. The EPSB has three sponsor agreements with education agencies that contract for coaching services for CEO candidates. The program is monitored by the Division of Professional Learning and Assessment.

4.4.2. CEO completion numbers



Total of 762 over 18 years.

## 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. The agency currently employs thirty (30) full-time, and five (5) interim state employees with two (2) positions vacant. The EPSB uses the services of four (4) full-time and seven (7) part-time contract staff. Of the thirty (30) full-time state employees, there are nine (9) males and twenty-one (21) females. Currently, 13% of the EPSB 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 participated in 52 conferences, trainings, workshops, retreats, and accreditation visits throughout the year.

5.2.2. Staff presented at 35 conferences and meetings throughout the year.

5.3.3. Staff served in 18 national or state organizations.

### **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 2017 enacted budget the EPSB's general fund budget of \$6,819,400.00. The funding request for FY 2017 for restoring full funding to KTIP was not granted.

**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 2016 and the February 2017 Board 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:

- Kentucky Educator Program Review System (KEPRS)
- IT staff are working closely with the division of Certification to refine the online CA-1 and CA-TP modules.