



*EPSB*

**Education Professional  
Standards Board**

**2005 – 2006**

**Annual Review of Goals**

**June 9, 2006**

**Bowling Green, Kentucky**

**EDUCATION PROFESSIONAL STANDARDS BOARD'S  
GOALS and INITIATIVES**

**Status Report: 2005-2006**

**Goal 1. Every educator preparation program in Kentucky shall meet all accreditation standards established by the EPSB.**

1A. Define, in collaboration with the Council on Postsecondary Education (CPE) and the Association of Independent Kentucky Colleges and Universities (AIKCU), measures of acceptable program quality, and issue an educator preparation report card.

*1A1. Pursuant to regulation 16 KAR 5:010, biennial reviews were completed in April 2006 by the Accreditation Audit Committee and reports were mailed to educator preparation institutions. Institutions accredited within the last eighteen months were not part of the review. The reports will be available to board members during the retreat.*

*1A2. Dr. Steve Clements, Curriculum Coordinator for the Teacher Quality Enhancement Grant (TQE), has been working with educator preparation institutions for the past four years on aligning curriculum with standards, core content, Praxis, etc. The project has produced some model alignment formats that can be replicated across the state.*

*1A3. The Division of Educator Preparation (DEP) and the Board of Examiner teams discussed the alignment problems found during accreditation visits. The DEP has added alignment as a division initiative for the 2006/2007 school year by following up on the original work started by Dr. Clements' team.*

*1A4. College of Education and Arts and Science collaboration is an ongoing initiative. The Teacher Education Model Program (TEMP) and the TQE grants have afforded opportunities for faculty to design curriculum, co-teach, and serve in P-12 schools.*

*1A5. The Information Technology Education Programs (ITEP) under the leadership of Dr. Melissa Miracle sponsored three technology symposia during the 2005-2006 school years.*

*1A6. Deans/Chairs meeting, September 29, 2005, featured the Kentucky Department of Education staff in a hands-on workshop to review the Core Content and Program of Studies.*

*1A7. Staff is currently collaborating with Michael Dailey and the staff at the KDE Division of Educator Quality and Diversity on minority recruitment and retention issues.*

1A8. *Federal Title II Report based on five years of Title II data, findings will be compiled and presented to the board in September 2006. This report will show cumulative pass rates of Praxis exams for program completers.*

1A9. *Kentucky Educator Preparation Program (KEPP) Report Card. The KEPP report card was published for its fourth year. KEPP provides information, including a Quality Performance Index (QPI), for each of the 29 teacher preparation institutions. The QPI provides an indicator on a scale of 1-4 (much like a GPA) of a specific Kentucky educator preparation program's overall performance. The calculation includes three separate performance measures: (1) annual summary PRAXIS II pass rate, (2) the overall mean score on the KEPP new teacher survey, and (3) the KTIP pass rate (three-year average). Currently data collection for the KEPP report card and the calculation of the QPI are manual processes; however, plans are underway to automate both. Information may be found on the KEPP report card at [www.keppreportcard.org](http://www.keppreportcard.org).*

1A10. *The New Teacher Survey was completed with over 7,400 respondents from cooperating teachers, resource teachers, student teachers, and interns who participated in student teaching or the KTIP. Respondents were given the option to complete the survey online at [kyepsb.net](http://kyepsb.net) or by phone. Results of the survey showed **several areas of satisfaction** with their preparation. These included:*

- *Satisfaction with the focus on KY's student learning goals and academic expectations.*
- *Satisfaction with preparation in designing units of instruction that focus on KY's student learning goals and academic expectations.*
- *Satisfaction with preparation in collaborating with other teachers, administrators, parents and service agencies to provide the best possible instruction for students*
- *Satisfaction with preparation in understanding the core concepts and skills related to the student teacher's or intern's certified content area or areas.*

*Survey results also reflected areas the new teachers and their supervisors **were not satisfied with**, including:*

- *Preparation in using information about the community and backgrounds of students to design learning tasks.*
- *Preparation in designing and using formative assessments to provide feedback to students that guides their learning.*
- *Preparation in designing instruction and assessments for students with special needs.*
- *Preparation in developing useful strategies to address the behavioral issues of special needs children included in the regular classroom.*

1B. Provide technical assistance to meet the established criteria

*1B1. Deans/Chairs Fall Symposium September 2005: Blueprints for Assessment in collaboration with the Teacher Quality Enhancement Grant (TQE) and the Kentucky Department of Education as presenters*

*1B2. Spring Symposium March 2006: In collaboration with the TQE presented Dr. Antoinette Mitchell from NCATE full day on Standard 2 Assessment.*

*1B3. Board of Examiner training on NCATE Standards is planned for June 2006 with 94 persons currently enrolled.*

1C. Assess whether the criteria are being met by each institution's program, and approve/disapprove program continuation in collaboration with CPE and AIKCU

*1C1. Public and independent institutions are involved in all aspects of DEP operations from program approval to accreditation by their service on committees.*

*1C2. The EPSB appointed a committee to review the redesign of Master's degree advanced rank change programs. The final report was accepted by the EPSB at the May 2006 meeting.*

*1C3. Representative Jon Draud sponsored a Joint resolution (HJR 14) which requires the Executive Director of the EPSB in cooperation with the Commissioner of Education and the President of the CPE to convene a Task Force for the purpose of redesigning principal preparation programs. The Task Force is scheduled to convene on July 18, 2006.*

1D. Require all university/college faculty members in the colleges/departments of education who are responsible for the training of teachers and administrators to serve on KTIP/KPIP committees or related internships at least once within each accreditation cycle.

*1D1. The accreditation process provides the opportunity for the Board of Examiners to review faculty records and determine commitment to the internship program. Faculty lack of involvement with the internship program is an ongoing issue for the public institutions that are research based. Not all faculty can devote quality time to the internship process and pursue tenure requirements. Some institutions do not reward service to the internship process.*

**Goal 2. The number of minority teachers and administrators in Kentucky shall increase.**

2A. Support the activities of the Division of Educator Recruitment and Retention (ERR)

*2A1. Educator Recruitment and Retention is now a Branch at KDE. The division name was changed last year to Educator Quality and Diversity. Collaborating with Michael Dailey and Candice Souder includes assisting staff to re-focus the work of Educator Recruitment and Retention on working more collaboratively with higher education institutions. Staff has represented the EPSB by serving in an advisory capacity with staff from the Council on Postsecondary Education. Mr. Dailey will participate in Board of Examiner Training this summer.*

2B. Collaborate with KDE, CPE, and other agencies in the development and implementation of a statewide minority recruitment and retention plan.

*2B1. Assisted KDE with the implementation of the Transition to Teaching Grant; collaborated in the selection of universities, and attended the first training session. EPSB staff is continuing to work with new KDE staff person on this project.*

**Goal 3. A properly credentialed person shall staff every professional position in Kentucky's public schools.**

3A. Review existing programs to ensure that they require sufficient preparation in content and content-specific pedagogy.

*3A1. The Division of Educator Preparation provides online training for Content Program Reviewers. Staff provides continuing orientation for Reading Committee members to ensure understanding of the guidelines and regulations.*

*3A2. Staff reviews institutional Praxis pass rates every year to determine the need for an emergency review of accredited teacher preparation programs.*

*3A3. Staff members serve on the Math Achievement Committee with a goal of enhancing the teaching of math at all levels and maximizing student learning of math within the state. Staff members also serve on a number of other content committees that annually review curriculum used in the preparation of educators.*

3B. Eliminate by the end of the 2005-06 school year<sup>1</sup> instances of persons teaching out of field.

*3B1. Uncertified teachers or those teaching out of their appropriate areas are identified in the LEAD report. In 2005-06, the spring report was reinstated with the customary fall report. While we cannot say that there are no teachers "kicking out" on this report, we can say that there is a steady, albeit small, narrowing of the gap. Overall, the percentage of teachers who are clearing the report has risen from 99.75% in Fall 2004, to 99.77% in Fall 2005, to 99.78% in Spring 2006. To put this into actual numbers, of the 43,647 teachers audited in the Spring 2006, only 174 kicked out due to a problem with certification for all or (usually) part of their teaching schedule.*

*3B2. The Highly Qualified Teacher Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2006. Based upon data entry by the local school districts, KY has 96.9% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. The complete state-wide HQ teacher report is available by grade range and poverty levels at:  
<http://www.kyepsb.net/documents/Stats/HQSummary/HQSummary20052006.pdf>.*

3C. Significantly reduce the number of persons teaching on emergency and probationary certificates.

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<sup>1</sup> Timeline set by the National Commission for Teaching and America's Future, of which Kentucky is a partner state. The federal No Child Left Behind Act of 2001 also requires elimination of out-of-field teaching by 2006.

3C1. *The number of emergency certificates declined from 982 in 2004-05 to 952 in 2005-06. After a steady decline, probationary certificates increased from 188 in 2004-05 to 352 in 2005-06. This increase is likely due to two factors: 1.) districts' need to find alternative methods to emergency certification and 2.) the growing shortage of special education teachers. Since this area is showing an increase, the comparison of the past two years, by subject area, is made available in the appendix.*

3C2. *During the federal monitoring visit by the USDOE in February 2006, KY was commended on its efforts in reducing the number of emergency certificates.*

3D. Monitor the validity of teacher and administrator assessments, and continually evaluate appropriate levels of competency.

3D1. *2005-06 Testing Updates:*

- *7,027 Individual Praxis I and II test takers (6,405 last year)*
- *15,822 Praxis I and II tests administered (13,497 last year)*
- *511 people took the Kentucky Principal Test (KYPT) (461 last year)*
- *452 people took the SLLA (421 last year)*
- *189 people took the Interdisciplinary Early Childhood Education (IECE) test (196 last year)*

3D2. *Trial testing of the Kentucky Principal Test (KPT) online assessment is complete. The Gateway and Somerset KCTCS campuses have been selected to pilot the online KPT. Some additional work to facilitate student registration is expected to be completed soon so that the online KPT may be administered by July 2006.*

3D3. *Due to the length of time since validation (i.e., more than 5 years), the following tests are scheduled to be reviewed June 2006:*

- *(0041) English Language, Literature, & Composition: Content Knowledge and (0042) English Language, Literature, & Composition: Essays*
- *(0173) French: Content Knowledge*
- *(0181) German: Content Knowledge*
- *(0061) Mathematics: Content Knowledge*
- *(0063) Mathematics: Proofs, Models, & Problems, Part 1*
- *(0091) Physical Education: Content Knowledge*
- *(0092) Physical Education: Movement Forms- Analysis & Design*
- *(0710) PPST Reading*
- *(0720) PPST Writing*
- *(0730) PPST Math-for both college/university and career and technical education*
- *(0081) Social Studies: Content Knowledge*
- *(0083) Social Studies: Interpretation of Materials*
- *(0191) Spanish: Content Knowledge*
- *(0544) Severe to Profound*

3E. Review existing programs to ensure that all teachers are prepared to work with students with special needs.

*3E1. The following ongoing initiatives monitor the progress of institutions and candidates in addressing this issue:*

- *Program Guidelines and Reviews*
- *Accreditation Visits: State and National Standards*
- *INTASC – Teacher Quality Summit*
- *IHE Consortium Organization sponsored by KDE*
- *Special Education Cooperative Directors – KDE*
- *IECE Faculty workshops sponsored by KDE*
- *Math Achievement Committee*
- *Middle School Forum*
- *Gifted and Talented Advisory Council*

3F. Devise, implement, and promote alternative routes to certification.

*3F1. The implementation of the seven options for alternative certification continued, with growth in Option 6 (University-Based Alternative Route), while all other options remained fairly steady. Temporary Provisional certificates via Option 6 rose from 859 in 2004-05 to 1781 in 2005-06. This growth is likely a result of the decline in emergency certificates as well as the action by the 2004 General Assembly to allow three years for the completion of the Temporary Provisional program. This means that participant numbers will increase exponentially since persons may be in the first, second, or third year of the program with the same certificate type. Option 7, approved by the 2004 General Assembly, is due to begin at Northern Kentucky University this summer.*

**Goal 4. Every beginning teacher, principal, and assistant principal shall successfully complete a guided transition into the profession.**

4A. Establish levels of performance for KTIP/KPIP and revise the assessment instruments.

*4A1. An online workshop preparation assignment on KTIP policies, procedures, and regulations was developed to replace the existing KTIP paper/pencil homework assignments. Over 1,500 participants received a completion email once they had successfully (90% accuracy or better) completed the five (5) parts of the homework assessment. The online process for the homework component was well received by the trainers as they were able to determine who had completed the assignment. The email served as an entrance ticket for those who completed the face-to-face portion of the training.*

*4A2. The Intern Management System (IMS) continues to be updated and improved. Recent improvements include:*

- *More timely approvals of the Confirmations of Employment (COE). Once a COE is approved by KTIP staff, the provisional internship certificate automatically prints. This has saved about ninety manual hours of work.*
- *IMS also allows EPSB staff to communicate through email regarding entries on the Resource Teacher Time Sheets. This allows for quicker error correction and thereby faster processing of payments to resource teachers.*
- *The IMS system allows the staff to approve the Record of Internship Year final summaries online and automates the process of communicating with the Division of Certification.*

*4A3. Continued development and revision efforts on the Teacher Work Sample informed the development of new assessments for KTIP. The revised assessments are referenced as the Teacher Performance Assessment (TPA). The TPA Task Force goal is to identify evidence regarding new teachers' abilities to meet standards and impact student achievement. 560 pilot project interns and their committees continue to inform the revision process with questions and feedback. A scoring and benchmark setting workshop is scheduled for the summer of 2006.*

4B. Increase the number of minority resource teachers and principal mentors.

*4B1. Minority recruitment continues to be the statutory responsibility of the KDE. EPSB staff members serve on various committees and groups that support increasing the number of minorities in educator preparation.*

4C. Work with CPE, AIKCU, and higher education faculty and administrators in departments of education toward recognition of service on KTIP/KPIP committees as a factor in class load calculation.

*4C1. AIKCU member institutions usually have no problem receiving recognition for service on internship committees. The mission for faculty at public institutions, especially research universities, includes research, journal and book publications. Public universities usually have a more defined, extensive tenure track process whereas many of the independent colleges and universities have a mission of service and teaching, and tenure is based on those criteria. Some independent colleges do not prescribe to a tenure track methodology.*

*4C2. NCATE Standard 5 and 6 address load and service on internship committees that are reviewed during accreditation visits.*

4D. Seek funding for a second year of new teacher mentoring.

*4D1. Due to budgetary constraints and the lack of a final report on the benefit of a two-year KTIP, the staff did not recommend this as a legislative goal for the past legislative session. A final report will be available by December 2006.*

**Goal 5. Every teacher and administrator shall maintain the standards of the profession.**

5A. Work toward having at least one National Board for Professional Teaching Standards (NBPTS)-certified teacher in every school<sup>2</sup>

*5A1. The EPSB adopted as part of its 2006 legislative agenda the amending of KRS 161.1211 so that NBPTS teachers who did not recertify as such would not lose their Rank I status. Representative Jon Draud sponsored HB 125 that carried the amending language. This change should further entice teachers to pursue National Board certification, thus continuing to meet the goal of one NBPTS teacher in every school.*

*5A2. As of November 2005, 899 Kentucky teachers hold NB status. The following districts have reached the goal of one teacher in each school: Anchorage Independent, Dayton Independent, Hickman County, Jackson Independent, Ludlow Independent, Pendleton County, and Williamstown Independent.*

*5A3. The EPSB request for an additional \$300,000 to support the NBPTS Incentive Fund was not funded by the General Assembly. In an effort to reduce administrative costs, a contract for the administration of the Incentive Fund was not renewed with WK U, returning the administration of the Incentive Fund to the EPSB.*

5B. Develop or adopt standards for all certified positions.

*5B1. Staff worked with guidance counselors on adapting new standards during 2005 for preparation institutions.*

*5B2. Staff is currently working with a national group to revise and update the Interstate School Leaders Licensure Consortium standards.*

5C. Encourage effective continuous professional growth.

*5C1. Since 1998, 329 teachers have achieved either Rank I or Rank II through the Continuing Education Option for rank change (CEO) process.*

*5C2. Seven educational cooperatives are participating and serving as CEO seminar sponsors. These cooperatives include:*

- o Central Kentucky Education Cooperative (CKEC) – 4 cohorts*
- o Kentucky Education Development Cooperative (KEDC) – 4 cohorts*
- o Kentucky Valley Educational Cooperative (KVEC) – 1 cohort*
- o Green River Regional Educational Cooperative (GRREC) – 5 cohorts*
- o Northern Kentucky Cooperative for Educational Services (NKCES) – 4 cohorts*
- o Ohio Valley Education Cooperative (OVEC) – 2 cohorts*

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<sup>2</sup> Goal of EPSB, KDE, General Assembly, and Governor's Office.

5C3. *Several districts serve as CEO sponsors. These districts include:*

- *Anderson County – 1 cohort*
- *Danville Independent – 1 cohort*
- *Jefferson County – 4 cohorts*
- *Marion County – 1 cohort*
- *Mercer County – 1 cohort*
- *Owen County – 1 cohort*

5D. *Receive and process disciplinary actions in a fair, efficient, and consistent manner.*

- 5D1. *In calendar year 2005, 231 disciplinary cases were opened and 179 cases were presented to the Board for review. To date, in calendar year 2006, 100 disciplinary cases have been opened, and 121 have been presented to the Board. The number of disciplinary cases has increased by 40%, and it is anticipated that there will be a record number of cases opened in 2006. The number of character and fitness cases presented to the Board also increased slightly; 236 cases were opened in 2005 and currently 68 have been opened in 2006.*
- 5D2. *In 2005, the Board revoked 10 teaching certificates, suspended 23 certificates, and admonished 50 educators. To date in calendar year 2006, the Board has revoked 10 teaching certificates, suspended 12, and admonished 31 educators. In 92% of the cases the Board ordered to be heard, training was required as a part of the settlement agreement.*
- 5D3. *The EPSB continued to provide Ethics Seminars for student teachers at colleges and universities throughout the state.. During this twelve-month period, nine teacher preparation programs requested that EPSB legal staff provide ethics training, with most routinely incorporating it into their programs each semester.*
- 5D4. *The EPSB's certification database was modified to allow the public to view the suspension or revocation status of an educator's certificate. It also allowed certain administrators within each district to determine if a disciplinary case was currently pending.*
- 5D5. *In compliance with the EPSB's August 2004 policy change, individuals whose certificates were revoked or suspended continue to submit their certificates to the EPSB. Any certificate subsequently issued to anyone whose certificate was previously revoked or suspended now provides "REVOKED" or "SUSPENDED" and the relevant timeframe on the face of the certificate. This assists district authorities in making well-informed hiring decisions.*
- 5D6. *EPBS's Branch of Technology is developing a new Legal Case Tracking System (LCTS) to replace the Microsoft Access data system. The LCTS is being designed to aid in increasing the overall efficiency of the division, as well to collect data to better advise the Board on issues relating to teacher misconduct.*

*5D7. During the fall of 2005, all EPSB attorneys attended the annual conference for educator misconduct conducted by the National Association for State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute. Focusing on teacher certification and misconduct, this conference has continued to be an excellent opportunity for the EPSB attorneys to not only showcase the EPSB's work, but also to investigate and study other states' laws and procedures. Previously, during the fall of 2004, the Kentucky Model for educator discipline was showcased. The EPSB routinely disciplines educators for serious ethical and criminal violations in areas that remain untouched by many other state teacher disciplinary units. This presentation resulted in numerous requests for copies of the EPSB's statutes and regulations. Ohio and Tennessee took affirmative steps to model their laws after Kentucky's. The Tennessee State Department of Education asked the EPSB's General Counsel to serve on Tennessee's statewide taskforce on educator discipline. The EPSB remains a national leader in sound legal processes and procedures that assist in upholding the dignity and integrity of the education profession.*

**Goal 6. Research and development activities shall be undertaken, as appropriate, to assist in the accomplishment of EPSB responsibilities and goals.**

6A. Expand research efforts

*6A1. During the year EPSB staff supported research initiatives by:*

- *Responding to 130 internal and external information requests*
- *Writing a white paper on current issues with QPI*
- *Writing a white paper on the new and experienced teacher standards*
- *Writing a white paper on data security*
- *Completing the initial analysis of a value-added study using real district data*
- *Consulting with Title II and other EPSB staff with a number of research and data analysis questions*
- *Developing a number of algorithms for various EPSB projects*
- *Assisting the Department of Education with the successful IES KIDS grant*
- *Assisting Title II and university staff with grant writing and research development*

6B. Conduct supply and demand studies with the following emphases:

- teachers of exceptional children, including how to increase the number and retain those who are currently practicing
- teachers in specific content areas
- teachers in specific grade levels
- substitute teachers

*6B1. See Table 6B1 in the appendix.*

6C. Seek additional funding through grants and state support for research staff and activities.

*6C1. A no-cost extension year was sought and granted for the TQEG.*

*6C2. A joint budget request with KDE and CPE for the development of a shared data depository and shared course management system was prepared and presented to the General Assembly but was not funded. The Executive Director and staff continue to meet with CPE and KDE to explore funding streams for this work.*

6D. Conduct a longitudinal study of new teachers through their fifth year on the job

*6D1. This study has been placed on hold due to more immediate technological needs.*

6E. Evaluate the effectiveness of new teachers' and new principals' participation in KTIP/KPIP.

*6E1. The Teacher Quality Enhancement Grant funded an external review of KTIP by an interdisciplinary team from the University of Louisville. The first portion of this study was reviewed showing support for the teacher work sample model over the portfolio. This study is on-going with the one-year pilot.*

6F. Evaluate the effectiveness of preparation programs' implementation of continuous assessment

*6F1. Pursuant to 16 KAR 5:010, the Continuous Assessment Review Committee (CARC) was established to review continuous assessment plans (CAP) and advise institutions on how to develop a plan that would meet NCATE Standard 2.*

*6F2. The accreditation process provided data to determine the need for additional training on NCATE Standard 2.*

*6F3. ITEP sponsored several symposia on assessment and data issues with the sponsorship of the TQE grant. In collaboration with DEP, the ITEP group sponsored a symposium conducted by Dr. Antoinette Mitchell from NCATE.*

6G. Set as a priority a longitudinal study of alternative routes to certification for both teachers and administrators.

*6G1. A study of the retention rates and the satisfaction of teachers and employers is planned for 2007.*

6H. Study the linkages between preparation programs and PRAXIS scores, teaching success, and student performance on the CATS (Commonwealth Accountability Testing System) assessment.

*6H1. This type of study requires data that is yet unavailable.*

**Goal 7. The efficient and effective operation of the board and its staff shall be facilitated via the provision of adequate staffing, technological support, facilities, and financial resources.**

7A. Promote statewide and nationally the EPSB's identity and responsibilities

*7A1. Leadership staff continues to represent the EPSB at many national meetings. Recent opportunities for involvement:*

- *American Association of Colleges of Teacher Education - AACTE*
- *Center For Improving Teacher Quality – INTASC*
- *Education Trust P-16 Institute/NASH*
- *National Association of State Directors of Teacher Education and Certification- NASDTEC*
- *National Council for Accreditation of Teacher Education - NCATE*
- *Education Commission of the States*
- *National Center for Teaching for America's Future- NCTAF*
- *National Troops to Teachers Conference*
- *Interstate School Leader Licensure Consortium- ISLLC*
- *Interstate New Teacher Assessment and Support Consortium – INTASC*
- *National Center for Alternative Certification – NCAC*

*7A2. The EPSB continues to maintain a high level of state and national recognition as an agency committed to supporting high quality professional educators.*

- *Ranked 13<sup>th</sup> in the nation by Education Week for efforts to improve teacher quality*
- *One of only 15 states that provides a funded mentoring program for new teachers*
- *Recognized by the United States Department of Education (USDoE) for having an outstanding data collection system for identifying courses with highly qualified teachers. At the request of the USDoE EPSB staff led three different national workshops on the design of our system.*

*7A4. Leadership staff continues to represent the EPSB by attending all the education cooperative meetings.*

*7A5. Leadership staff members are active on many statewide councils:*

- *Statewide P-16 Council*
- *Governor's Education Advisory Group*
- *Mathematics Achievement Committee*
- *Gifted and Talented Advisory Council*
- *Statewide Action Leadership Project*
- *Human Resources Focus Group*
- *Center for Middle School Academic Achievement*
- *Northern Kentucky P-16 Council of Partners*
- *KDE's Special Education State Advisory Group*
- *Interagency Committee on Environmental Education*
- *Appalachian P-16 Council at Morehead State University*
- *2PLUS2 State Agencies Work Group*
- *Governor's EEO Conference*

*7A6. The Kentucky Board of Education (KBE) has requested that the EPSB Executive Director bring a report at each KBE meeting.*

*7A7. National and state presentations by EPSB staff include:*

- Kentucky Association of School Administrators (KASA)*
- Kentucky Association of HR Directors*
- Kentucky Association of Teacher Educators*
- Teacher Quality Summit*
- Eastern Kentucky Teacher Quality Conference*
- USDoE Data Workshops (4)*
- National conference of the American Educational Finance*
- National conference of American Association of Colleges of Teacher educators (AACTE)*
- National conference of Teacher Quality Enhancement Grants*
- Thomas More College Student Teaching Seminar*
- Campbellsville College Student Teaching Seminar*
- Northern Kentucky University Faculty Meeting*

**7B. Create a teacher demand methodology**

*7B1. While this continues to be on our agenda, limited resources continue to impact development.*

**7C. Expand the EPSB's technological services**

*7C1. COOP: The technology staff has almost finished designing and developing a computer program to automate the tracking, payment and validation of cooperating teachers. This will allow staff to ensure that individuals with the appropriate qualifications are assigned to student teachers. It will also allow cooperating teachers to print and complete vouchers from their computes, saving the ESPB a substantial amount of money because it will not have to pay to copy, print and mail 4,000 documents.*

*7C2. Legal Case Tracking System: The analysis phase of this large scale project is complete and it will now go through the design phase with our lead developer. Currently, legal cases are tracked on an outdated Access database that does not tie in to the certification database. The new system will allow for tracking of all phases of legal cases from receipt of initial complaint through appeal with the Kentucky Supreme Court. Additionally, it will facilitate electronic downloads of the cases by the EPSB's field attorneys and investigators, saving money with printing costs and travel to deliver cases. Finally, this case will tie into the certification database and will assist in ensuring that action taken by the board is readily displayed in the certification database to reduce the likelihood of an improper certificate issuance.*

*7C3. Intern Management System (IMS), a new iteration of the intern management system, was rolled out. IMS assists resource teachers and district KTIP coordinators with proper submission of timesheets, allowing them to correct a rejected timesheet and to*

*know the reason for the rejection. The design phase of a new version that incorporates functionality requested by the KTIP staff was completed.*

- 7C4. Additional senior web developers were brought on staff to ensure timely web development and a smooth transition of institutional knowledge and current projects to the new developers by a developer who will be leaving the EPSB to return to school.*
- 7C5. A business analyst/documentation specialist was hired to document the business rules that were in place to guide the development of the computer application. This will assist staff in future updates and resolving problems with the application.*
- 7C6. Upgrades were funded to stabilize and upgrade the EPSB's document imaging system, FileNet. This will improve current practices and lay the groundwork for a possible future on-line application process.*
- 7C7. The EPSB took part in the development of a joint budget proposal with KDE and CPE to develop a seamless and education-centric network that permit high levels of data sharing. Regrettably, this joint budget proposal was not funded, but the EPSB continues to be in the discussions on how to fund these important initiatives. .*

**7D. Expand and improve the EPSB's physical facilities**

- 7D1. Resolving the reoccurring heating and air-conditioning problems continued to be a priority this past year. Because the building heating and cooling system includes a design whereby adjustments of temperature are controlled at remote location, there are limits to what can be handled locally. To assist with this, staff was encouraged to notify the Deputy Executive Director of heating and cooling issues and that information was immediately conveyed to the building manager for action.*
- 7D2. Replacement of a cork bulletin board with a professional wall case improved the look of the break room and assisted in ensuring that the required legal notices and work-related information were displayed and secure.*
- 7D3. Additional parking that had been promised for 2 years was finally completed.*

# APPENDIX

**Table 3C1: Increasing Number of Probationary Certificates**

	<b>2004-05</b>	<b>2005-06</b>
Moderately And Severely Disabled	13	28
Gifted Education, All Grades	9	14
Interdisciplinary Early Childhood Education	30	58
Learning And Behavior Disorders, Grades K-12	90	182
Middle School English, Grades 5-9	17	17
Middle School Math, Grades 5-9	6	17
Middle School Science, Grades 5-9	11	14
Middle School Social Studies, Grades 5-9	7	12
Hearing Impaired, Grades K-12	2	2
Trainable Mentally Handicapped Grades K-12	1	1
<u>Visually Impaired, Grades 7-12</u>	<u>2</u>	<u>7</u>
Total Count:	188	352

**Table 6B1: Teacher Retention Rates for 2003-2006 by Content and Grade Range**

SUBJECT	Retention 20022003- 20032004	Retention 20032004- 20042005	Retention 20042005- 20052006
ART	90	91	89
BIOLOGY	90	91	93
CHEMISTRY	88	93	91
COMPUTER TECHNOLOGY	87	86	91
EARTH SCIENCE	90	93	90
FOREIGN LANGUAGE	86	87	89
LANGUAGE ARTS	91	93	90
MATH	92	93	91
MUSIC	90	91	91
PHYSICS	88	94	95
READING	92	93	90
SCIENCE	91	93	91
SOCIAL STUDIES	92	93	91
ELEMENTARY	91	85	91
SPECIAL EDUCATION	90	92	88
SCHOOL LEVEL	Retention 20022003- 20032004	Retention 20032004- 20042005	Retention 20042005- 20052006
Early Childhood Education Schools	90	90	92
Elementary Schools	92	93	91
Elementary/High School Combination	80	81	89
High Schools	89	91	91
Junior-Senior combined or Undivided High Schools	90	89	91
Middle	90	92	88