

# Progress Report on EPSB Goals and Strategies

## 2007-2008

### 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 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. Over 8,000 respondents made up of student teachers and their cooperating teachers, and teacher interns and their resource teachers completed the 2006-2007 New Teacher Survey. Respondents were given the option of completing the survey online or by phone. Results from the respondents are consistent with previous years, showing the highest satisfaction was with preparation in exhibiting and promoting ethical and professional behavior as a teacher and the lowest satisfaction was with preparation in designing instruction and assessment for students with special needs. Due to reductions in funding, this survey will not be conducted in 2008-2009 school year.
- 1.1.2. Accreditation visits were conducted at the following institutions:
  - Union College – State only
  - Asbury – Continuing NCATE and State
  - Transylvania – Continuing NCATE and State
  - University of Kentucky – Continuing NCATE and State
  - Campbellsville – First NCATE
  - Georgetown College – First NCATE
  - Midway SCD – Probationary
  - Alice Lloyd College – Probation
  - St. Catharine – Temporary Authorization
- 1.1.3. Accreditation decisions were made by the EPSB for the following institutions:
  - First NCATE Accreditation – Campbellsville University
  - Continuing NCATE Accreditation – Asbury College, Transylvania University

- Accreditation decision pending – Georgetown College, Alice Lloyd College, and University of Kentucky
- Probation – Union College
- Revoked – Midway College SCD

1.1.4. Meetings were held to discuss establishment of the following new educator preparation programs:

- Boyce College (Louisville, KY)
- I-Teach Texas

1.1.5. The following programs were reviewed by Content Area Reviewers, the Reading and Continuous Assessment Committee, the Board of Examiners, and the Accreditation Audit Committee:

Institutions	No. Programs Reviewed	Programs Reviewed	Programs Approved by Board
University of Louisville	49	All	Pending (Fall 2008 Visit)
Murray State University	67	All	Pending (Fall 2008 Visit)
WKU	1	Environmental Ed Endorsement	January 2008
Ky Wesleyan	1	LBD	March 2008
NKU	2	Superintendent	January 2008
		MSD	May 2008
Lindsey Wilson	1	Master of Education	March 2008
Alice Lloyd	8	All	Pending AAC decision
Asbury	1	Psychology	May 2008
Campbellsville	4	Director of Sp.Ed.; Gifted Endorsement; Rank I	May 2008
		ESL Endorsement	Pending June 2008 Meeting
Indiana Wesleyan	2	Conceptual Framework and Continuous Assessment	Re-submission 2008

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

- 1.2.1 The Kentucky Educator Preparation Program (KEPP) Report Card was published on the internet at [www.KyEPSB.net](http://www.KyEPSB.net).
- 1.2.2 The Educator Preparation Program Quality Measurement Committee was established by the EPSB to develop a new higher education accountability system and replace the Quality Performance Index.
- 1.2.3 Biennial Review Reports for ten institutions were prepared and submitted to the EPSB for review.
- 1.2.4 All program approval recommendations were reviewed by content reviewers and the Reading and Continuous Assessment Review Committees; accreditation recommendations were presented to the EPSB from the Accreditation Audit Committee.

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

- 1.3.1. Technical assistance was provided for the following institutions:
  - Alice Lloyd College plus mock visit
  - Asbury College
  - Berea College
  - Boyce College
  - Campbellsville University
  - Centre College
  - Georgetown College
  - Indiana Wesleyan University
  - Kentucky Christian University
  - Kentucky State University
  - Kentucky Wesleyan College
  - Lindsey Wilson College
  - Midway College
  - Northern Kentucky University
  - Spalding University
  - St. Catharine College
  - University of Louisville
  - Union College

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

- 1.4.1 Collaborated with institutional representatives for the purpose of revising the program review components
- 1.4.2 Collected and reviewed the annual NCATE PEDS data with consideration of ways the process may be improved
- 1.4.3 Convened and provided support for the EPSB Mathematics Task Force on the preparation for elementary teachers to teach mathematics effectively

- 1.4.4 Published the Education Leadership Redesign report, “Learning-Centered Leadership: The preparation and support for the next generation of Kentucky’s school and district leaders”
- 1.4.5 Budget reductions prevented contracting for research support services

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

- 1.5.1. Convened a CEO Task Force to make recommendations to the Education Professional Standards Board regarding the Continuing Education Option Program
- 1.5.2. Convened and provided training for the Redesigned Master’s Program for Rank Change Program Review Committee
- 1.5.3. Supported the work of the Reading Committee, Continuous Assessment Review Committee, Content Program Review Committee, and Accreditation Audit Committee
- 1.5.4. Finalized and published the Kentucky Teacher Standards
- 1.5.5. Finalized the guidelines and evaluation instrument for the master’s redesign with the necessary regulatory changes
- 1.5.6. Finalized the regulatory changes for the educational leadership redesign
- 1.5.7. Provided orientation training for new board members related to program approval and accreditation decisions with special focus on NCATE’s pending streamlining of the accreditation process

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

- 1.6.1. Sent updates to deans/chairs regarding assessments
- 1.6.2. Sent annual letter to deans/chairs with agency updates and changes
- 1.6.3. Convened the Deans/Chairs Annual Meeting and orientation for new members
- 1.6.4. Attended the KACTE Conferences
- 1.6.5. Attended the KATE Conferences
- 1.6.6. Attended SREB’s Annual Leadership Forum May 2008
- 1.6.7. Collaborated with CPE in sponsoring the ACT/EPAS workshop for all IHE’s May 2008
- 1.6.8. Collaborated with KDE staff on the “Healthy Living Initiative” through the Food and Nutrition Department and the Harvard Project
- 1.6.9. Collaborating with KDE staff on developing Teacher Leader curriculum that will serve as a national model, funded by Wallace Foundation and part of a five-state consortium

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

- 1.7.1. Collected and reported to the EPSB the results of the annual New Teacher Survey
- 1.7.2. Support the long range plan of the Educator Preparation Program Quality Measurement Committee in developing accountability and constructive measurements to replace the KEPP report card and the QPI with a more robust system of measurements
- 1.7.3. Support the K-ITEP institutions in the development of a transparent data system

- 1.7.4. Support the continued design improvements for the admission/exit data system and connectivity for all constituents
- 1.7.5. Collected and presented to the EPSB the annual Admissions & Program Completer Report
- 1.7.6. Collected and presented to the EPSB the annual Cooperating Teacher Data Report
- 1.7.7. Continue the design improvements and connectivity for the Cooperating Teacher System
- 1.7.8. Collect and present to the EPSB the HEA Title II State Report for the USDOE

**Goal 2:**

**Every professional position in a Kentucky public school is staffed by a properly credentialed educator.**

***Strategy 2.1. Document every assignment of educators in Kentucky public schools.***

- 2.1.1. Uncertified teachers or those teaching out of their appropriate areas are identified in the Local Educator Assignment Data (LEAD) report, conducted by EPSB staff each fall and spring. Although we still cannot say that there are no teachers “kicking out” on this report, we can say that there is a steady, albeit small, narrowing of the gap. Overall, the percentage of teachers who are clearing the report has risen from 99.90% in Fall 2006 to our most recent report, Fall 2007, where 99.92% of teachers cleared. To put this into actual numbers, of the 37,910 teachers audited in the Fall 2007 report, only 48 kicked out due to a problem with certification for all or (usually) part of their teaching schedule. Of those 48 “kick outs,” though, 22 were vacant teaching positions at the time of reporting. Most of these problems were rectified after KDE contacted districts concerning them, and no SEEK funding was withheld during the 2007-08 school year due to LEAD errors. (It should be noted that, due to the state’s conversion from the STI student information system to the Infinite Campus system, no LEAD data were received from Jefferson County.)
- 2.1.2. In addition, discrepancies between educator credentials and the MUNIS job class held dropped from over 950 when first checked in Fall 2005 to 53 in Fall 2007. The MUNIS information, received from KDE annually in the fall, is used by EPSB staff to examine non-teaching positions. Because EPSB staff has suggested corrective action during each LEAD report, it is anticipated that these discrepancies will drop below 25 during the 2008-09 school year.

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

- 2.2.1 The Highly Qualified Teacher Report as required by the No Child Left Behind Act (NCLB) was completed in the spring of 2008. Based upon data entry by the local school districts, Kentucky has 98.5% of its teachers who meet highly qualified status in core academic areas as defined by NCLB. This figure is compared to a 98.0% HQ rate reported for 2006-07. The complete state-wide HQ teacher report is available by grade range and poverty levels via [www.kyepsb.net](http://www.kyepsb.net).

***Strategy 2.3. Reduce the number of emergency certificates and persons teaching out of field.***

- 2.3.1. The number of emergency certificates declined by 30% during this past year, from 832 in 2006-07 to 583 for 2007-08. This represents the fourth consecutive year the number of emergency certificates has declined. Many of these emergency certified teachers do hold other types of full Kentucky teaching certifications or statements of eligibility in other teaching areas. This indicates that many of these emergency certifications are being requested to cover a partial schedule or one class only, and the teacher is fully trained (and often experienced) in pedagogy. It should also be noted that the number of probationary certificates dropped 15% from 302 in 2006-07 to 258 in 2007-08.

SCHOOL YR	03-04	04-05	05-06	06-07	07-08
Emergency	1146	983	961	832	583
Probationary	257	190	358	302	258

2.3.2. The 2007-08 school year reflects a slight decrease in the number of Kentucky teachers using an alternative route to acquire certification.

DESCRIPTION	03-04	04-05	05-06	06-07	07-08
Option 1 - Exceptional Work Experience	27	18	33	41	17
Option 2 - Local District Training	9	11	14	22	21
Option 3 - College Faculty	43	21	32	29	42
Option 4 - Adjunct Instructor	91	34	89	78	91
Option 5 - Veteran of the Armed Forces	33	25	22	30	38
Option 6 - University Based	698	866	1794	1933	1876
Option 7 -University Institute				6	14
Grand Total by School Year	901	975	1984	2139	2099

**Strategy 2.4. Monitor the validity and reliability of teacher and administrator assessments.**

2.4.1. EPSB staff conducted the annual comparison of test items on the Kentucky Principal's Test and any changes in special education regulations.

2.4.2. The following tests will be reviewed June 2008, based upon the Educational Testing Service (ETS) test-revision schedule:

- Middle School English (0049)
- Middle School Math (0069)
- Middle School Science (0439)
- Earth and Space Sciences: Content Knowledge (0571)
- Theatre (0640)

2.4.3. The EPSB will also host a Standard Setting Study for the newly developed Kentucky-specific Interdisciplinary Early Childhood Education (IECE) test as well as the existing Gifted Education (0357) test.

**Strategy 2.5. Document and publish the results of all assessments required of new teachers and new administrators.**

2.5.1. 2006-2007 Testing Data

PRAXIS I			
Academic Year	Number in Kentucky who took the Praxis I test	Number requested scores be sent to Kentucky	Number of Praxis I Tests Administered in Kentucky
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

<b>PRAXIS II</b>			
Academic Year	Number of persons in Kentucky who took the Praxis II test	Number of persons outside Kentucky but requested scores be sent to Kentucky	Number of Praxis II Tests Administered in Kentucky
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

<b>School Leadership Licensure Assessment (SLLA)</b>			
Academic Year	Number of persons in Kentucky who took the SLLA	Number of persons outside 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

<b>Kentucky Principal Test (KYPT)</b>			
Academic Year	Number of KYPT test takers (paper and pencil)	Number of KYPT test takers on-line	Number of KYPT tests administered in Kentucky
2002-2003	458	na	459
2003-2004	461	na	475
2004-2005	486	na	511
2005-2006	464	na	465
2006-2007	358	13	372

*Notes for Testing Data:*

- i. Counts include any examinee who took a test whether the score was reported or not.
- ii. The academic year runs from September to August.
- iii. KYPT on-line testing, begun in June 2007, is offered at two secure testing sites.
- iv. The on-line counts only include June and July of 2007.

***Strategy 2.6. Explore and develop new alternative routes to certification and document the effectiveness of existing alternative routes to certification.***

- 2.6.1 The implementation of the seven options for alternative certification continued, but for the first time, there was a slight decline in the number of these issuances. A total of 2,079 alternative route certificates were issued in 2007-08, down from 2,127 in 2006-07. Temporary Provisional certificate numbers via Option 6 declined from 1933 in 2006-07 to 1875 in 2007-08. Option 7, approved by the 2004 General Assembly, began at Northern Kentucky University during the summer of 2006 for foreign language teachers. In 2007-08, 14 Option 7 program certificates were issued. (See Appendix)

***Strategy 2.7. Maintain a focus on continuous improvement of all certification procedures and processes.***

- 2.7.1. The online Kentucky Principal Test (KYPT) is being administered at KCTCS campuses in northern Kentucky and Somerset. The test is given an average of two times a month at each location. The testing dates are updated on the Web site. Examinees receive pass/fail results on site, and score reports are sent via mail after item analyses are conducted.
- 2.7.2. The leadership approach in the Division of Certification is based on ongoing communication with those who do the work on a daily basis. This has led to a regular dialogue between Certification staff and Technology staff to make constant improvements to the Web E03 processing system to expedite the certification process. Staff has had direct input, resulting in changes in how consultants handle the summer rush season. This has reduced turnaround time while still maintaining rapid response to phone and e-mail inquiries.
- 2.7.3. While we still want to move toward a more Web-based system, agency funding cuts have resulted in the loss of programmers to develop these applications. When the financial climate improves, it is hoped that more on-line applications can be developed for other types of certification.

***Strategy 2.8. Provide accurate and reliable data to support decision making.***

- 2.8.1 The Web E03 system has been enhanced to allow the division director to view daily reports on the number of certificate transactions occurring daily. This is especially useful during the busy season to make changes in how we utilize personnel in responding to other inquiries. When funding increases, we hope to improve our telephone system to allow data collection in this area and more flexibility in routing calls.
- 2.8.2 The purchase of the Zoomerang software has been very helpful in providing timely data to the board of a more anecdotal nature (and at low cost), e.g., information on the experiences of alternative certified teachers.
- 2.8.3 Besides the array of data we can gather internally, the division director continuously interacts with constituent groups to gather information relative to the division's services as well as possible needs of districts. These efforts include meeting with and/or presenting to human resources directors, university personnel, and other district personnel formally on at least 15 occasions per year. The director has also initiated a 3-hour EILA credit program for interested groups of human resources managers to better educate those who work with the Division of Certification.

**Goal 3:**

**Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.**

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

- 3.1.1. The Code of Ethics is included in the program guidelines and review of all preparation programs.
- 3.1.2. The Code of Ethics will be part of the accreditation process for fall 2008 and spring 2009.
- 3.1.3. In July of 2007, nearly 30,000 copies of the Professional Code of Ethics brochures were mailed to school districts and institutions of higher learning so that each teacher had a copy of the code prior to the beginning of the 2007-2008 school year.
- 3.1.4. The EPSB Division of Legal Services continued 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 2007-2008 school year:
  - Alice Lloyd College
  - Brescia College
  - Caldwell County Public Schools
  - Campbellsville University
  - Centre College
  - Eastern Kentucky University
  - GRECC/WKU School Law Institute
  - Georgetown College
  - Kentucky Christian University
  - Kentucky State University
  - Kentucky Wesleyan University
  - Lindsey Wilson College
  - Mid-Continent University
  - Morehead State University
  - Murray State University
  - Thomas More College
  - University of the Cumberlands
  - University of Kentucky
  - University of Louisville

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

- 3.2.1. In October of 2007, the EPSB's Division of Legal Services began utilizing the new Legal Case Tracking System (LCTS) developed by the EPBS's technology branch to replace Legal Services' Microsoft Access data system which had been in use since January of 2000. This 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. Staff is still perfecting the system; however, in its current form, LCTS is

capturing larger amounts of data concerning both disciplinary and character and fitness cases.

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

- 3.3.1 258 disciplinary cases were opened in calendar year 2007, and 190 character and fitness cases were opened and reviewed. The number of probable cause cases opened in 2007 was 18% less than the number of cases opened in 2006. This reduction is attributable to the initial number of cases received by the EPSB after Legal Services began a state-wide initiative to educate superintendents on their duty to report misconduct cases. Staff anticipates that the number of cases should stabilize now that the initial onslaught of older reports has been reviewed. As of June 1, 2008, 122 disciplinary cases, and 103 character and fitness cases have been opened for the current calendar year. Educators are given 30 days to submit a rebuttal, and then the case is prepared for review by the Board.
- 3.3.2 The EPSB reviewed 276 disciplinary cases during 2007. The EPSB dismissed 33 cases, voted to hear 178 cases, and deferred 24 cases for training or more information. The EPSB chose to admonish 41 educators.
- 3.3.3 187 applications were presented to the EPSB in 2007 for character and fitness review. The EPSB approved 172 of those applications, denied 8 applications, and deferred 7.
- 3.3.4 In 2007, the EPSB revoked 26 certificates and suspended 21 certificates. 94 cases were resolved by agreed orders, and the EPSB issued 8 final orders: 2 orders upholding prior KTIP decisions, 2 orders revoking certificates, 1 order suspending a certificate, 1 order dismissing a case, and 1 order requiring the certificate holder to seek remedial training.

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

- 3.4.1 During the fall of 2007, three (3) 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 learn about laws and procedures used in other states.
- 3.4.2 The EPSB updated its Determining Probable Cause procedure by combining "dismissal" and "dismissal without prejudice" into one potential determination. Now, cases that are dismissed are all dismissed without prejudice, which is in line with the EPSB's disciplinary statute that allows the EPSB to revisit past disciplinary decisions.
- 3.4.3 During 2007-08 the EPSB added "deferral for training" as a disciplinary determination. This new tool allows the EPSB to offer respondents in less egregious disciplinary cases the opportunity to have their cases dismissed in exchange for attending remedial training.
- 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's Kentucky Educator Certification Inquiry (KECI) allows the public to view the suspension or revocation status of an educator's certificate. KECI also permits certain administrators within each district to view whether a disciplinary case is currently pending against an educator.
- 3.5.2. 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 provides "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. Beginning January 2008, all teacher interns, including those seeking Interdisciplinary Early Childhood Education (IECE) Certification, are required to use the Teacher Performance Assessment (TPA) within KTIP.
- 4.1.2. EPSB staff worked with the Educational Testing System (ETS) and state-level stakeholders to create an IECE Test that is scheduled for a June 2008 Standard Setting Study.
- 4.1.3. Summer test reviews and standard setting studies have been scheduled for selected assessments according to established criteria.

***Strategy 4.2. Maintain a focus on continuous improvement for all EPSB induction and professional advancement programs.***

- 4.2.1. The online KTIP homework assignment required as a prerequisite to the face-to-face KTIP committee training is being revised to reflect regulatory changes resulting from the Kentucky Teacher Standards and other Board-approved amendments.
- 4.2.2. The Kentucky Teacher Internship Program Teacher Performance Assessment training has been revised to reflect some regulatory changes and clarifications needed as communicated from university and local district staff.
- 4.2.3. Regional KTIP district coordinators meetings are held annually to update coordinators and gather input on procedures and processes to assist and inform local districts of the work.
- 4.2.4. KTIP university coordinators meet 3-4 times per year to provide input to the Kentucky Advisory Council for Internships (KACI) on the university perspective of KTIP.
- 4.2.5. The KACI meets 3-4 times per year to make recommendations to the EPSB on issues regarding KTIP and KPIP.
- 4.2.6. Regulatory amendments are being proposed to revise and strengthen the Continuing Education Option (CEO) Program.
- 4.2.7. A Train-the-Trainers session was held to update KTIP university coordinators and primary trainers on changes made in training materials.
- 4.2.8. The KyEducators assessment, internship, and National Board courses were updated, and the following courses are now offered:

<b>Courses on KyEducators.org</b>		
Course ID	Section	TITLE
IECE 100	01	Interdisciplinary Early Childhood Education (IECE) Committee Member Training
KPT 200	01	Kentucky Principal ONLINE Test & Study Guide (Online test)
KPT 100	24	Kentucky Principal Test & Study Guide (Paper/Pencil Test)
KTIP 200	05	KTIP TPA Face-to-Face Training Homework
KTIP 400	01	KTIP-TPA Committee Training Homework
PT 100	01	PRAXIS II Tests: An Orientation
NBT 100	01	National Board for Professional Teaching Standards
NBT 101	01	NBPTS: Orientation

***Strategy 4.3. Provide accurate and reliable data to support decision making.***

4.3.1. Modifications were made to the Intern Management System (IMS) Admin Report:

- A data component has been added to the Intern Management System that allows agency staff to collect COE counts by fall, spring, and full year interns by district.
- A report of all trained KTIP committee members was developed and provided to IHEs.

4.3.2 Continuing Education Option (CEO) Data:

<b>CEO Completion and Rank Change Data by Year</b>			
Year	Rank I	Rank II	Total
1999-2000	13	2	15
2000-2001	95	8	103
2001-2002	30	5	35
2002-2003	65	13	78
2003-2004	21	12	33
2004-2005	26	19	45
2005-2006	11	9	20
2006-2007	55	63	118
2007-2008	80	41	121
<b>Total</b>	<b>396</b>	<b>172</b>	<b>568</b>

<b>2007-2008 CEO Seminar Sponsor and Cohort Data</b>			
Seminar Sponsor	Number of Cohorts	Number of Coaches	Number of Candidates
GRREC	9	4	190
OVEC	4	2	43
CKEC	9	3	102
NKCES	4	2	72
KEDC	6	5	139
JCPS	6	3	111
Mercer Co	3	1	50
Fayette Co	2	1	40
Marshall Co	1	1	35
Owen Co	2	1	23
<b>Total</b>	<b>46</b>	<b>23</b>	<b>805</b>

#### 4.3.3 Kentucky Teacher Internship Program (KTIP) Data

<b>Number of KTIP Interns</b>					
Year	Fall Interns	Full Year Interns	Spring Interns Returning in the Fall	Total Interns Served	Number of Equivalent Full-Year Interns
2004-2005	313	2058	378	2749	2404
2005-2006	424	2455	482	3361	2908
2006-2007	434	2347	448	3229	2788
2007-2008	411	2289	356	3056	2673

<b>Unsuccessful KTIP Interns</b>	
Year	Number
1995-1996	31
1996-1997	25
1997-1998	27
1998-1999	23
1999-2000	46
2000-2001	54
2001-2002	39
2002-2003	40
2003-2004	21
2004-2005	30
2005-2006	32
2006-2007	34
2007-2008	18

## 4.3.4 Kentucky Principal Internship Program (KPIP) Data

<b>Number of KPIP Interns</b>	
Year	Total
2006-2007	271
2007-2008*	188
*as of June 2, 2008	

## 4.3.5 For FY08-09 EPSB contracted with 14 NBPTS candidate support providers across the state. These included six educational cooperatives and eight local school districts.

- Central Kentucky Education Cooperative (CKEC)
- Green River Regional Educational Cooperative (GRREC)
- Kentucky Education Development Cooperative (KEDC)
- Northern Kentucky Cooperative for Educational Services (NKCES)
- Ohio Valley Education Cooperative (OVEC)
- Western Kentucky Educational Cooperative (WKEC)
- Franklin County Public Schools
- Marion County Public Schools
- Graves County Public Schools
- Corbin Independent Schools
- Fayette County Public Schools
- Jefferson County Public Schools
- Muhlenberg County Public Schools
- Oldham County Public Schools

## 4.3.6 National Board Data

<b>National Board Candidates &amp; Certified Teachers</b> <i>(verified by 6/3/08 downloads)</i>		
Year	Number of Kentucky National Board Candidates	Number of Kentucky National Board Certified Teachers
1993-2003	1	546
2003-2004	427	192
2004-2005	387	166
2005-2006	477	221
2006-2007	488	251
2007-2008	438	TBD 12/08
2008-2009	189 (as of 6/3/08)	TBD 12/09
<b>Total</b>	<b>2407</b>	<b>1376</b>

<b>Percent of Kentucky National Board Certified Teachers by Gender &amp; Ethnicity</b>							
Female	Male	Caucasian	African- American	Hispanic	Asian	Native American	Not Identified
90%	10%	96%	1%	0%	0%	0%	3%

<b>Placement of NBPTS Teachers (as calculated 1/08)</b>	
TIER	Number of NBCTS
0	564
1	39
2	35
3	14
3-2	20
4	30
5	1
5-2	2
N/A	528
No MUNIS Data	114
No School Tier Data	60
<b>Total</b>	<b>1407</b>

**Goal 5:**

**Every credentialed educator is provided a safe and supportive school environment and culture that is conducive to effective teaching and increased student achievement.**

***Strategy 5.1. Conduct a survey of working conditions of teachers in Kentucky schools.***

5.1.1. EPSB staff members opened discussions with the North Carolina Center for Teaching Quality, which has conducted such statewide surveys in various states during the past five years. Board members were given a summary of the costs and preliminary plans during the board's winter retreat. At that time, during the 2006-07 school year, the board authorized staff to move forward in a partnering approach with KEA, KSBA, and other education stakeholder groups in an effort to find funding and work with the NC CTQ to develop such a survey as soon as possible. However, current budgeting constraints have limited progress on this issue during 2007-08.

***Strategy 5.2. Publish the outcomes of the survey.***

5.2.1. See 5.1.1

***Strategy 5.3. Use the results of the survey to make recommendations to the Governor and the General Assembly regarding improving the working conditions for Kentucky teachers.***

5.2.2. See 5.1.1

**Goal 6:**

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

***Strategy 6.1. Maintain a qualified and diverse EPSB workforce.***

6.1.1. All full-time positions in the agency are filled with fully qualified persons.

6.1.2. 17 percent of the EPSB state employees are minorities.

***Strategy 6.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.***

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

- The New Teacher Center Consortium in San Jose, CA in May
- Center for Middle School Academic Achievement in Richmond in April
- Updates on EPSB initiatives for the KACTE Fall Conference 2007
- KACTE Conference in Georgetown in February
- IECE faculty meeting in October 2007
- IHE Consortium summer 2007
- Overview by DEP staff of the program approval system during a EPPQM meeting
- Update on the master's redesign for the higher education middle school faculty network
- Kentucky Association of School Administrators (KASA) conference
- Kentucky Association of School Superintendents (KASS) conference
- Teacher Quality Summit VIII
- National Conference of State Legislatures (NCSL) Spring Forum
- ACT Awareness for Education Faculty

6.2.2. EPSB leadership staff are members of the following organizations:

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- National Council for Accreditation of Teacher Education (NCATE)
- National Association of State Directors of Teacher Education and Certification (NASDTEC)
- The American Educational Research Association (AERA)

6.2.3. Staff participated in the following professional development:

- Attendance in Level I Leadership training
- NCATE, KDE, and ISLLC Web-seminars
- Conference for Women
- Frankfort Citizen's Police Academy
- NCATE National Board of Examiner training

6.2.4. EPSB staff were represented at the following:

- KDE/IHE Special Education Consortium annual meetings
- KDE's Interdisciplinary Early Childhood Education faculty consortium
- Kentucky Association of Colleges of Teacher Education
- State P-16 Council

- Kentucky Board of Education meetings
- CCSSO conference on new teacher assessment
- Kentucky Principal's Academy planning committee
- Adult Education Teacher Quality Task Force

6.2.5. The EPSB has a voice in the following organizations:

- Gifted and Talented Advisory Council
- Blacks in Government and the NAACP
- All eight education cooperatives
- State P-16 Council
- Middle School Forum
- Northern Kentucky Council of Partners
- Committee on Mathematics Achievement
- Collaborative Center for Literacy Development
- IHE Special Education Consortium in collaboration with KDE
- NCATE Unit Accreditation Board
- NCATE Partnership meetings
- KDE's Community-Based Teacher Education Recruitment Campaign

6.2.6. All EPSB division directors convened an annual retreat for their staffs.

6.2.7. The deputy executive director currently serves as Treasurer of the Kentucky Public Procurement Association and attends the annual conference of the National Institute of Government Purchasing.

6.2.8. The Director of Certification has been elected to serve as the NASDTEC Southern Region Director

***Strategy 6.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.***

6.3.1. The deputy executive director conducted regular meetings with the board to inform members of the budget process, the funding needs and priorities, and any issues that affected the development of the agency's budget request.

6.3.2. Additional funding was requested in the agency's budget for KTIP, KPIP, 2 new staff positions, technology expenditures, the Cooperating Teachers program, a teacher working conditions survey, and funds to cover retirement buyouts.

6.3.3. Due to the unfavorable statewide financial conditions, our agency's requests were not granted and, as with all other state agencies, the EPSB budget was reduced from the 2008 level of spending.

6.3.4. The agency has been forced to make changes to accommodate the budget reductions yet maintain our programs and operations with minimal funding available.

***Strategy 6.4. Provide semiannual budget reports to the EPSB.***

6.4.1. A semiannual report on operating results was presented to the EPSB at the August 2007 and the January 2008 meetings, detailing the expenditures of each division and program.

***Strategy 6.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.***

- 6.5.1 The unfavorable financial conditions and lack of funding have not allowed us to invest in new facilities or equipment.
- 6.5.2 Development of technology has been cut back to maintaining the current functionality, except for necessary enhancements to the Legal Tracking System and Intern Management System.