

Fall Retreat  
**EPSB Fall Retreat Agenda**  
**EPSB Offices**  
**100 Airport Road, 3<sup>rd</sup> Floor, Conference Room A, Frankfort, KY 40601**  
**November 12, 2011**

8:30 a.m. (EST) **Fruit and Doughnuts**

9:00           **A. Equity between out-of-state and in-state preparation programs**  
                  Kim Walters-Parker (**Pages 1-2**)

When we began the journey of redesigning Kentucky's master's degree in education and the principal preparation programs, we were aware that the EPSB has authority over in-state programs only. With the redesigned programs in place, we are finding that out-of-state programs have the advantage of not being held to the higher requirements established by the board.

Question 1: Does the EPSB want to address this issue through regulatory action?

Question 2: What regulatory options are available to the EPSB?

Question 3: How does the board want staff to proceed?

9:45           **B. Placement of KTIP interns in low-performing schools**  
                  Robert Brown (**Pages 3-4**)

Currently, there are no additional supports required by the EPSB for new teachers placed in low-performing schools.

Question 1: What additional supports would benefit new teachers placed in low-performing schools?

Question 2: Should the EPSB amend its regulations to require districts to provide additional supports for KTIP interns?

Question 3: How does the board want staff to proceed?

10:30           **Morning Break**

10:45           **C. Adolescent literacy**  
                  Kim Walters-Parker (**Pages 5-6**)

Research continues to support the importance of preparing all secondary teachers with a strong understanding of adolescent literacy. The evidence clearly indicates that high quality literacy instruction does result in improved reading and writing scores for middle and high school students.

Question 1: Does the EPSB want to develop policy to prepare all secondary teachers to effectively teach literacy across the curriculum?

Question 2: What are the essential elements of a policy that will require all secondary programs to include literacy training?

Question 3: How does the board want staff to proceed?

11:30 **D. Removing suspension dates from certificates**

Alicia Sneed (Pages 7-8)

Dates of all suspensions and revocations are permanently recorded on the teacher's certificate. Periodically, we have teachers request to have the dates of their suspension removed from their certificate.

Question 1: Does the EPSB want to develop policy regarding the removal of suspension dates from certificates?

Question 2: What are the essential components of such a policy?

Question 3: How does the board want staff to proceed?

12:00 **Catered Lunch**

12:30 **E. Paperless EPSB meeting and educator misconduct docket**

Ashley Abshire (Pages 9-10)

In October 2010, the EPSB requested that staff explore the feasibility of providing board meeting materials in an electronic format. In January 2011 EPSB staff began to offer all board documents in an electronic format. Currently, board members have a choice and a few members still request board meeting materials in a paper format.

Question: Does the EPSB want staff to continue to provide board materials in both an electronic and paper format?

12:45 **F. Review of the EPSB Data Dashboard**

Kim Walters-Parker (Pages 11-12)

The EPSB IT Branch has been developing an online data dashboard that will provide important information regarding Kentucky's teacher preparation programs. The first release of the dashboard will provide information on the production and placement of teachers as well as some key indicators on program quality. Future versions of the dashboard will provide a drill down feature that will permit a more detailed view of the data.

1:15 **G. Endorsement for online instruction**

Kim Walters-Parker (Pages 13-14)

The Governor's Transforming Education in Kentucky (TEK) Task Force included a recommendation that the EPSB, "Develop a certificate of endorsement for teachers who teach online and blended courses." Also, the expansion of internet bandwidth across the Commonwealth has resulted in more demand for online courses and, consequently, the need for teachers who can provide effective online instruction.

Question 1: Does the EPSB want to develop an endorsement for online instruction?

Question 2: What essential components would the board want to include in an endorsement for online instruction?

Question 3: How does the board want staff to proceed?

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2:00 **Afternoon Break**

2:15 **H. Training on sexual misconduct**  
Alicia Sneed (**Page 15**)

KRS 121.028 requires the EPSB to be trained each year in the recognition and intervention of sex abuse. Alicia will lead the discussion from the book “Sexual Exploitation in Schools: How to Spot it and Stop it.”

3:00 **Retreat Conclusion**

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**EDUCATION PROFESSIONAL STANDARDS BOARD  
RETREAT GUIDESHEET**

**Retreat Discussion A**

**Retreat Discussion:**

Should the EPSB address inequity between in-state and out-of-state educator preparation programs through regulatory action?

**Relevant Documents, Statutes, and/or Regulations:**

**Requirement for out-of-state on-line initial and continuing programs**

(2)(a) Until May 31, 2008, initial and continuing on-line educator preparation programs shall be regionally or nationally accredited and accredited or approved, as applicable, by the program's state of origin.

(b) Beginning June 1, 2008, initial and continuing on-line educator preparation programs originating from outside Kentucky shall be regionally accredited, accredited or approved, as applicable, by the program's state of origin, and accredited by the National Council for Accreditation of Teacher Education (NCATE).

**Sample of one state's approach to regulation**

**[Tennessee's Administrator License requirements](#) (key section about half-way down)**

**Background:**

The EPSB has raised standards for Kentucky educator preparation programs to reflect its expectations for education professionals. An unintended consequence of higher standards is that some Kentucky residents, including practicing teachers, are attending out-of-state programs, both in-person and on-line, thus avoiding the more rigorous Kentucky standards. Some teachers choose out-of-state programs for their accessibility, but others choose them apparently because out-of-state programs are perceived as less rigorous.

The Division of Educator Preparation does not pre-approve any out-of-state programs; nevertheless, Kentucky residents do enroll in out-of-state programs. At the initial certification level, persons who complete out-of-state programs that do not meet the requirements of 16 KAR 5:010 are not eligible for Kentucky certification. The Division of Educator Preparation works closely with the Council on Postsecondary Education on this issue, and we believe we have made progress in informing Kentucky residents who may consider those programs that they will not be eligible for a Kentucky certificate. CPE now requires licensed out-of-state operators to post disclaimers relating to educator preparation on their web sites. Advanced programs present different challenges.

Requirements for teacher leader master's programs have reportedly led to increased numbers of Kentucky teachers pursuing out-of-state "rank-change only" master's degrees, those not resulting in additional certification. In-state programs must meet EPSB teacher leader program standards and be pre-approved by the EPSB, but the EPSB does not review out-of-state programs, online or otherwise. Even if those programs are of high quality, they are unlikely to meet the specific standards established for teacher leader programs. Kentucky institutions have expressed concern that they are being put at a competitive disadvantage because Kentucky's programs are required to be more rigorous.

Another unintended consequence of regulatory action involves Kentucky teachers who pursue principal certification. By regulation, pre-requisites for admission to Kentucky principal

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programs include completion of a master's degree, three years of experience, and district support. Many out-of-state programs lack similar requirements. A Kentucky teacher with a bachelor's degree, less than three years of experience, and no district involvement may earn principal certification in one of those states as part of a "first master's" degree and then bring that certification into Kentucky. A teacher who takes that approach has the opportunity to begin a career as an administrator sooner than a teacher who enrolls in a Kentucky program but may also be less prepared to do so effectively.

### **Issue:**

Does the EPSB want to address inequities between in-state and out-of-state educator preparation programs through regulatory action?

### **Board Recommendation(s)**

### **Staff Action Steps:**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
RETREAT GUIDESHEET**

**Retreat Discussion B**

**Retreat Discussion:**

Should the EPSB staff and Board consider mandating additional supports for districts which place interns in persistently low-achieving (PLA) schools?

**Relevant Documents, Statutes, and/or Regulations:**

KRS 161.030  
16 KAR 7:010

**Background:**

There are currently 211 interns who will be completing KTIP in 2011-2012 in schools identified as persistently low-achieving (PLA). A school maintains its identification as PLA until a third year review is completed.

The Kentucky Department of Education's (KDE) criteria for identifying PLA schools incorporates an average of the percentage of students proficient or higher in reading and mathematics on the state assessments under KRS 158.6244. The following identifies the federal tier systems used to make the determination:

**Federal Tier I**

A Title I school that is in the lowest five percent or lowest five scoring schools, whichever is greater, of all Title I schools that are identified in any one of the school improvement categories under the federal No Child Left Behind (NCLB) Act of 2001 and that failed to make AYP for three consecutive years.

**Or**

A Title I high school whose graduation rate, based on the state's approved graduation rate calculation, has been 60 percent or less for three consecutive years.

**Federal Tier II**

A non-Title I school that contains grades 7-12, or any combination thereof, that is in the lowest five percent or lowest five scoring schools, whichever is greater, of all non-Title I schools that contain grades 7-12 or any combination thereof, that also has at least 35 percent or greater poverty as defined in NCLB and has failed to make AYP for three consecutive years.

**Or**

A non-Title I high school whose graduation rate, based on the state's approved graduation rate calculation, has been 60 percent or less for three consecutive years.

**Federal Tier III**

All Title I schools that are identified in any school improvement category under NCLB and are not included in the definitions of Federal Tier I.

School districts are providing additional supports to bring about positive change through the use of School Improvement Grants (SIG). To ensure appropriate resources are in place for interns,

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staff is investigating practices that will benefit interns in these environments. In a meeting held with Dewey Hensley of KDE, the following were identified as promising practices that resulted in positive gains in former PLA schools:

1. Creating strong university partnerships by introducing and implementing school initiatives into practicum experiences, student teaching, and internships
2. Utilizing National Board certified teachers to work with student teachers and interns
3. Creating an additional support team of a highly skilled resource teacher, a former intern, and a new intern

The following discussion points are offered for the board's consideration:

1. What additional supports would benefit new teachers placed in PLA schools?
2. What research initiative should EPSB staff conduct in collaboration with other partners to determine positive effects of instructional practices in the newly identified PLA schools?
3. Should the EPSB amend its regulations to require districts to provide additional supports for KTIP interns based on those results?
4. How does the board want staff to proceed?

### **Issue:**

Should the EPSB staff and Board consider regulatory changes for districts that place interns in persistently low-achieving (PLA) schools?

### **Board Recommendation(s)**

### **Staff Action Steps:**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion C**

**Retreat Discussion:**

Does the EPSB want to develop a policy to prepare all secondary teachers to incorporate literacy instruction in content-area teaching?

**Relevant Documents, Statutes, and/or Regulations:**

**Improving Adolescent Literacy in Kentucky: A Joint Position Statement**

This position statement resulted from the work of the Kentucky Adolescent Literacy Task Force and includes specific recommendations related to educator preparation. The Task Force work pre-dated SB1 and SB163.

<http://www.education.ky.gov/kde/instructional+resources/literacy/kentucky+adolescent+literacy+plan.htm>

**SB163 (2010) codified in KRS 158.791 Legislative findings and intent regarding reading.**

*(1) The General Assembly hereby finds that reading proficiency is a gateway skill necessary for all of Kentucky students to achieve the academic goals established in KRS 158.6451. It is Kentucky's goal that all children learn to read well before exiting the primary program and that all middle and high school students have the skills necessary to read complex materials in specific core subjects and comprehend and constructively apply the information.*

Among the specific directives to state agencies is the following charge to the EPSB:

*(2)(d) The Education Professional Standards Board review and revise when deemed necessary the teacher certification and licensure requirements to ensure that all teachers, regardless of the subject area taught, are prepared to improve students' subject reading skills.*

**Effective:** July 15, 2010

**Linda Nickel's Senate Bill 1 Update presented to the EPSB October 19, 2011**

Two of the EPSB's four specific responsibilities in Senate Bill 1 (2009) are related to writing instruction:

1. Collaborate with KDE and other partners to identify weaknesses in writing instruction and consider how skills to improve writing should best be taught to teachers.
2. Analyze current requirements at the pre-service level for writing instruction and determine how writing instruction for prospective teachers can be enhanced or improved.

**Background:**

Literacy has long been a challenge for Kentucky. Literacy is defined in myriad ways, but nearly all definitions of literacy include competencies in reading, writing, speaking, and listening. At present, however, speaking and listening achievement are not assessed in Kentucky. As demonstrated by data summarized in Brenda Overturf's October 19 presentation to the board, current adolescent literacy achievement as measured by reading and writing scores in Kentucky lags behind literacy in the earlier grades. Literacy tends to be emphasized in the early grades, but by middle school and high school, the emphasis tends to shift to content instruction. The same is true of educator preparation programs: elementary programs address literacy instruction in great depth whereas middle and high school programs tend to focus more on content-area learning.

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Literacy instruction that does occur at the secondary levels is often delivered via “content-area literacy” instruction. Content-area literacy aims to help students develop and apply literacy skills to their own learning in content classes. These skills are sometimes called “reading to learn” while early literacy emphasizes “learning to read.” Some educator preparation programs in Kentucky include a content area literacy class for secondary candidates, but that is not required and is not the norm. Some programs integrate content area literacy in pedagogy classes, with varying amounts of emphasis. Secondary teachers who do not receive content-area literacy training in their initial certification programs are not assured of receiving it at all.

### **Issue:**

How does the EPSB want to address legislative directives and policy recommendations to incorporate adolescent literacy instruction in educator preparation programs?

### **Board Recommendation(s)**

### **Staff Action Steps:**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion D**

**Retreat Discussion:**

Should the Board develop a formal process to remove suspension dates from a paper certificate?

**Relevant Documents, Statutes, and/or Regulations:**

KRS 161.028

KRS 161.120

16 KAR 1:030

Board Action 2008-055

**Background:**

The Education Professional Standards Board (Board) voted in August of 2004 to permanently record dates of all suspensions and revocations on a teacher's certificate. The membership of the Board at that time believed that such action was necessary to alert school districts to the certificate holder's disciplinary history. Suspensions and revocations are available for review by school districts via the Kentucky Open Records Act; however, the decision to note the suspensions on the certificate was to ensure that districts knew this information prior to employing previously sanctioned individuals.

Due to having such notice placed on certificates, settlement agreements changed. The Board became more willing to accept retroactive suspensions and summer suspensions since even though those suspensions would not result in a financial detriment to the educator, they would be noted on the certificate. In addition, attorneys argued for reduced suspension times because of the long-lasting effects of the notation on the certificate, and probationary terms became more common.

Suspension and revocation information is also included in the Board's minutes, which are posted online. An internet search by a potential employer would reveal a suspension if it took place in the last five (5) years. Currently the Board's minutes are posted through 2006. Although certificate suspensions and revocations are noted on the internet-based Kentucky Educator Certification Inquiry (KECI) application while the suspension or revocation is active, they not noted once certificates are reinstated or re-issued.

Periodically we have teachers request to have suspension dates removed from their certificates. Although previous petitions have not been granted by the Board, members have been inclined to hear these petitions and have noted they might be inclined to remove suspension dates after a certain amount of time. The Board does not have the authority to expunge the suspension because of open records law, but it can remove the suspension date since that decision was a board action. In the past, these requests have come to the Board in the form of a waiver request.

Prior to this discussion, Board members requested information on whether other states remove suspension dates from certificates. A request was sent to other states via the Professional Practices List Serve. From the states that replied, many of them have stopped printing paper certificates, but those states note the suspension dates on their online certification inquiries. Many responders were confused by the concept of removing this information since it is state action.

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The total number of certificate holders who have been suspended is 342; 111 of those individuals are currently suspended. The Board has revoked 373 certificates; the certificates of 346 individuals remain revoked.

### **Issue:**

Question 1: Does the EPSB want to develop policy regarding the removal of suspension dates from certificates?

Question 2: What are the essential components of such a policy?

Question 3: How does the board want staff to proceed?

### **Board Recommendation(s)**

### **Staff Action Steps:**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion E**

**Retreat Discussion:**

Does the EPSB want staff to continue to provide board materials in both an electronic and paper format?

**Relevant Documents, Statutes, and/or Regulations:**

October 2010 EPSB Meeting Minutes  
<http://greeningkentucky.ky.gov>.

**Background:**

In October 2010 the EPSB requested that staff explore ways for board members to be able to view last minute board materials, such as the docket addendum, prior to the EPSB meeting. In spring 2011 the Commonwealth of Kentucky launched a new website of “all things green” in state government. This website provides resources that offer visitors a look at how Kentucky state government is saving money while implementing processes and programs that are environmentally sustainable.

In January 2011 EPSB staff began to offer all board documents in an electronic format. If board members do not have access to a laptop at home, the agency has laptops that board members may check out. The agency can also provide laptops for board members to use at EPSB meetings. Flash drives with the board meeting materials can also be mailed to board members prior to the EPSB meeting. Less than one third of the board is currently receiving the paper format. In FY 2011, printing and postage costs for the agency were approximately \$5,655. With only three more board meetings left for FY 2012, the total cost for printing and postage thus far is approximately \$1,056. If the board chooses to go completely green, then EPSB staff will follow the same direction as the board.

**Issue:**

Question: Does the EPSB want to continue to allow the option for both electronic and paper formats of the board meeting materials?

**Board Recommendation(s)**

**Staff Action Steps:**



**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion F**

**Retreat Discussion:**

Review of the EPSB Data Dashboard

**Background:**

The EPSB IT Branch has been developing an online data dashboard that will provide important information regarding Kentucky's teacher preparation programs. The first release of the dashboard will provide information on the production and placement of teachers as well as some key indicators on program quality. Future versions of the dashboard will provide a drill down feature that will permit a more detailed view of the data.



**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion G**

**Retreat Discussion:**

Should the EPSB develop an endorsement for online and blended/hybrid teaching in Kentucky?

**Relevant Documents, Statutes, and/or Regulations:**

**TEK (Transforming Education in Kentucky), Presentation to board May 16, 2011**

Governor Beshear created the initiative Transforming Education in Kentucky (TEK) to serve as a catalyst to reinvigorate public support for K-12 education in Kentucky. Among the recommendations of the TEK Task Force was a specific recommendation for the development of an endorsement for online and blended course teaching:

*Develop a certificate of endorsement for teachers who teach online and blended courses.*

**Samples of training programs for online teaching offered at institutions**

Online Teaching Graduate Certificate Program at University of Wisconsin, Stout

<http://www.uwstout.edu/soe/profdev/elearningcertificate.cfm>

Certificate in e-learning at University of Toronto School of Continuing Studies

<http://learn.utoronto.ca/bps/elearningc.htm>

**Southern Regional Education Board Resources**

Southern Regional Education Board Guidelines for Professional Development of Online Teachers

<http://www.sreb.org/cgi-bin/MySQLdb>

Southern Regional Education Board resources for online teaching, with links to 16 state virtual schools, including Kentucky

<http://www.srebonlineteachers.org/aboutUs.html>

**Kentucky certificate regulation, 16 KAR 2:010**

<http://www.lrc.state.ky.us/kar/016/002/010.htm>

**EPSB endorsement guidelines**

<http://www.epsb.ky.gov/teacherprep/endorsementguidelines.asp>

**Background:**

Growth in online teaching and learning, including hybrid or blended course delivery, is noted by the Southern Regional Education Board:

As recently as 1996, none of the 50 states used the Web to provide courses to middle grades or high school students. By 2000 several SREB states, including Florida, Kentucky, Louisiana and West Virginia, had or were beginning to implement state-sponsored virtual schools. Today SREB states lead the nation in the creation of state virtual schools. The total number of middle grades and high school students enrolled in state virtual schools throughout the region has increased steadily each year. <http://www.srebonlineteachers.org/stateVirtualSchools.html>

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Online teaching and learning are growing exponentially in K-12 education. In some cases, entire courses are delivered online, but the combination of online delivery and face-to-face delivery is increasingly popular. The state of Kentucky is actively supporting the increased use of online instruction.

The content and delivery mechanisms for online instruction may be developed by commercial providers (“off-the-shelf” products), contracted developers, college faculty, K-12 faculty, some combination of those sources or, perhaps, none of these. Online course development is generally unregulated. Similarly, online courses may be taught by individuals with extensive training in online instruction, little training in online instruction, or no training related to online instruction at all.

### **Issue:**

Does the EPSB want to develop an endorsement for online and blended/hybrid teaching?

### **Board Recommendation(s)**

### **Staff Action Steps:**

**EDUCATION PROFESSIONAL STANDARDS BOARD  
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**Retreat Discussion H**

**Retreat Discussion:**

Training on Sexual Misconduct

**Relevant Documents, Statutes, and/or Regulations:**

KRS 121.028

**Background:**

KRS 121.028 requires the EPSB to be trained each year in the recognition and intervention of sex abuse. Alicia will lead the discussion from the book “Sexual Exploitation in Schools: How to Spot it and Stop it.”