
The Education Professional Standards Board

Overview of Implementation for the
2009 Senate Bill 1
Unbridled Learning Initiatives



July 29, 2012

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Education Professional Standards Board

- One of 13 independent professional standards boards across the nation (created in 1990, KRS 161.028)
- 17- member board with 15 board members appointed by the Governor and confirmed by General Assembly (majority are practicing classroom teachers)
- Commissioner of Education and President of Council on Postsecondary Education are *ex officio* voting members
- Responsible for accreditation of teacher preparation programs, certification of educators, prosecution of educator misconduct cases, and other programs mandated by the legislature (KTIP, NBPTS, CEO, etc.)

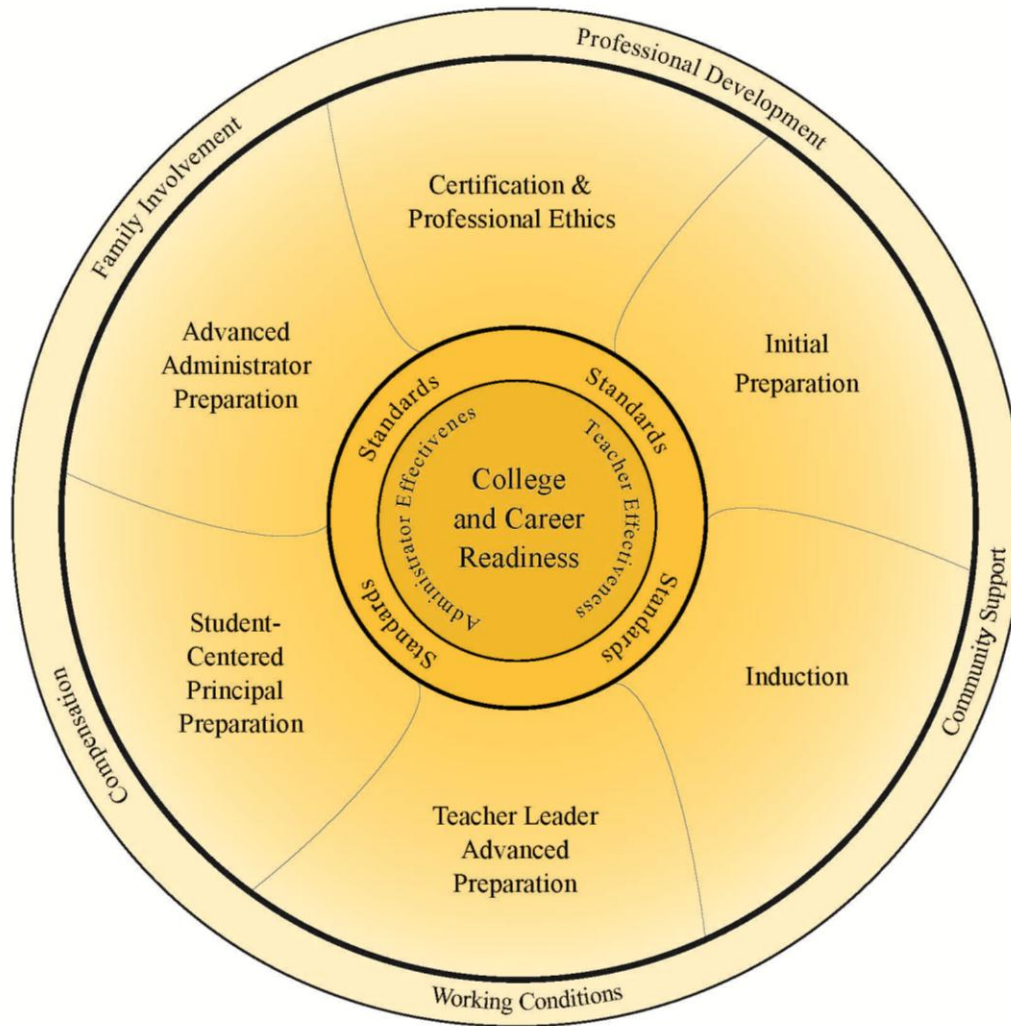
EPSB Responsibilities

- Accreditation of educator preparation programs
- Preparation of teachers
- Preparation of school and district administrators
- Certification of educators
- Induction of new teachers to the profession
- Advanced preparation of teachers
- Prosecution of educator misconduct

Education Professional Standards Board

- 30 teacher preparation programs in Kentucky
- Eight alternative routes to teacher certification (since 1995)
- 42,508 practicing teachers in SY 2011-12 (44,790 in SY 05-06)
- 2,224 principals or assistant principals in SY 2011-12

EPSB Organizational Framework



Use of Policy to Improve Practice

- **2004-2006:** Redesign of Kentucky Teacher Internship Program to include performance assessments
- **2005:** Revision of the EPSB's goals to strengthen the commitment to student learning
- **2005-2008:** Redesign of master's degree programs used for rank change to focus on teacher leadership
- **2006-2009:** Redesign of principal preparation programs to focus on student-centered school leadership
- **2009-2011:** Redesign of superintendent preparation programs to focus student-centered district leadership

Use of Policy to Improve Practice

- **2010-2011:** Restructure requirements for
 - Admission to initial certification programs
 - Clinical experiences
 - Student teaching
 - Minimum scores on Praxis II assessments
- **2011-2013:** Redesign of state accreditation and program review process
 - Use of continuous review process
 - Automation of program review process
- **2011-2012:** Release of the EPSB Data Dashboard
- **2011-2014:** Development of Quality Preparation Index (QPI) that includes K-12 student performance as one of multiple measures

SB 1

KRS 158.6453 Section 2

Four (4) major responsibilities/duties as defined in SB 1(2009).

1. Lead, in collaboration with the Kentucky Department of Education and Council on Postsecondary Education, coordinated information and training sessions on revised content standards for faculty and staff in all teacher preparation programs.
2. Ensure teacher preparation programs include use of academic standards in the pre-service programs and that all teacher interns have experience planning classroom instruction based on the revised standards.
3. 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.
4. Analyze current requirements at the pre-service level for writing instruction and determine how writing instruction for prospective teachers can be enhanced or improved.

Implementing (SB 1) Unbridled Learning

1. Lead, in collaboration with the Kentucky Department of Education and Council on Postsecondary Education, coordinated information and training sessions on revised content standards for faculty and staff in all teacher preparation programs.

Progress:

8 Senate Bill 1 Information Workshops and Webinars

- All Information Workshops and Webinars completed.
- Each Education Unit developed and implemented a plan for campus based workshops.

Focus of Each Workshop:

Senate Bill 1 (2009), the common core standards, and assessment.

Implementing (SB 1) Unbridled Learning

1. Lead, in collaboration with the Kentucky Department of Education and Council on Postsecondary Education, coordinated information and training sessions on revised content standards for faculty and staff in all teacher preparation programs.

Progress:

5 Online Modules Developed

- The Impact of Senate Bill 1 on **Assessment & Accountability**
- Introduction to Senate Bill 1 & the **Kentucky Core Academic Standards**
- The Impact of Senate Bill 1 on **Mathematics**
- The Impact of Senate Bill 1 on **English Language Arts & Literacy**
- Best Practices for Highly Effective Teaching

Focus of the Modules

Senate Bill 1 (2009), the common core standards, and assessment.

Implementing (SB 1) Unbridled Learning

1. Lead, in collaboration with the Kentucky Department of Education and Council on Postsecondary Education, coordinated information and training sessions on revised content standards for faculty and staff in all teacher preparation programs.

Progress:

Teacher Preparation Programs provided documentation of attendance at CPE and Campus Based Information/Training Sessions on the Kentucky Core Academic Standards for Mathematics and Language Arts/English.

All educator preparation units sent the EPSB a current roster of adjunct, part-time, full-time, and term faculty, denoting attendance at information and/or training sessions in the use of the revised core academic content standards (Kentucky Core Academic Standards).

Focus of this Responsibility:

99.6% of all Teacher Preparation Program Faculty have received SB 1 (2009) information/training sessions.

Implementing (SB 1) Unbridled Learning

2. Ensure teacher preparation programs include use of academic standards in the pre-service programs and that all teacher interns have experience planning classroom instruction based on the revised standards.

Progress:

KTIP:

EPSB Board appointed a committee to ensure the alignment between the Kentucky Teacher Internship Program and SB 1.

- Aligned to meet SB 1 terminology and standards,
- Lesson Plan Format
- Tasks

Focus of this Responsibility:

To align KTIP materials to include use of academic standards

Implementing (SB 1) Unbridled Learning

2. Ensure teacher preparation programs include use of academic standards in the pre-service programs and that all teacher interns have experience planning classroom instruction based on the revised standards.

Progress:

Documentation:

- Teacher Preparation Programs provided documentation to EPSB to ensure inclusion of the standards in pre-service planning.
- 30 of 30 Teacher Preparation Programs provided documentation of evidence of use of the academic standards in the pre-service programs and that all teacher interns have experience planning instruction based on the revised standards.

Focus of this Responsibility:

100% compliance

Implementing (SB 1) Unbridled Learning

3. 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.

Progress:

- Literacy Specialist Endorsement
- Reading Endorsement
- EPSB/ETS – content tests to assess the competency level of teachers completing these programs (Reading assessment approved May 17, 2010)
- KDE Adolescent Literacy Consultant has worked with EPSB personnel to address the issues
- SB 163 – Adolescent Reading
- Deconstructed standards are available for language arts/English
- Agenda focus for the P-20 Data Collaborative University/College Work Group
- CRACE committee recommendations – writing is included
- EPSB and the Martin School of U of KY have completed a research study on the effects of instruction in writing for P-12
 - KDE provided the data
 - The Martin School at UK provided much appreciated assistance

Implementing (SB 1) Unbridled Learning

4. Analyze current requirements at the pre-service level for writing instruction and determine how writing instruction for prospective teachers can be enhanced or improved.

Progress:

EPSB has reviewed the admissions requirements and found writing required for admission. Did not find a common rubric or standard.

A writing study is being conducted by EPSB personnel with assistance from the UK Martin School.

- Historical data (2007-2010) used to analyze students' writing achievement on various standardized measures.
- Using a mixed model study (a study will include both quantitative and qualitative approaches.)
 - Run a quantitative analysis on writing achievement data.
 - Then survey teachers to gather information about their preparation and experiences as teachers of writing. (Include preparation institution and other things like PD experiences.)
- Analyzing data by enrollment in language arts/English courses to determine if the teacher has an impact on student achievement in writing.
 - If there is a difference among teachers then will analyze for pattern, e.g., teacher preparation programs.
 - What factors had the most impact? E.g., types of professional development a teacher has experienced
- Findings will be completed by Summer 2012.

Implementing (SB 1) Unbridled Learning by Higher Education Institutions

Public Institutions and Private Institutions

- Have a plan in place to provide on-going professional development to implement the core academic standards, align syllabi, and align assessments.
- Collaboration
 - Collaboration examples:
 - EPSB, KDE, and CPE
 - Public Higher Education Institutions and Private Higher Education Institutions
 - Higher Education Institutions, KCTCS, Educational Cooperatives, K-12 Partners

Implementing (SB 1) Unbridled Learning by Higher Education Institutions (continued)

- Kentucky Community and Technical College System (KCTCS)
- Using SB 1 funds as leverage to make cultural changes
- Two basic initiatives:
 - Professional Learning Communities
 - Implement new alignment into curriculum (revising syllabi)
- Two tracks of professional development:
 - Collaborative workshops for developmental courses and gate keeper courses
 - Curriculum Development and Standards alignment – week long workshop to redesign reading curriculum

Thanks



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