

EPSB Meeting Agenda
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
August 21, 2006

Monday, August 21, 2006

9:00 AM EDT

Call to Order

Approval of June 12, 2006 Minutes (Pages 1–14)

Open Speak

Report of the Executive Director

Report of the Chair

- A. Appointment of Committee for Teacher Standards
- B. Appointments to Accreditation Audit Committee (AAC)
- C. Appointments to Reading Committee
- D. Appointment to the Continuous Assessment Review Committee (CARC)

Information/Discussion Item

- A. Report of the Committee to develop a protocol for the evaluation of the Executive Director (Dr. Wally Campbell)
- B. Review of EPSB contract and memorandum of agreement proposals and modifications to existing agreements (**Page 15-16**)

Action Items

- A. Adoption of 2006-2008 Goals and Strategies (Dr. Phillip Rogers) (**Pages 17-20**)
- B. Program Approvals for Kentucky Christian University (Dr. Marilyn Troupe) (**Pages 21-24**)
 - English, Grades 8-12
 - Social Studies, Grades 8-12
- C. 2006-2007 National Board for Professional Teaching Standards Mentoring Services (Mr. Robert Brown) (**Pages 25-30**)
- D. KTIP Appeals (Mr. Brown, Ms. Alicia Sneed) (**Pages 31-38**)
- E. 2006-07 Emergency Non-Certified School Personnel Program (Mr. Michael Carr) (**Pages 39-44**)

Waivers

Ms. Jessica Elam – Waiver of 16 KAR 6:010, Request to waive Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) (Mr. Brown) (**Pages 45-50**)

- B. Ms. Christine Moskwa - Waiver of 16 KAR 6:010, Request to waive Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Core Content Knowledge (0014) (Mr. Brown) **(Pages 51-56)**
- C. Ms. Kimberly Potters – Waiver of 16 KAR 6:010, Request to waive Praxis II Principles of Learning and Teaching Grades 8-12 (0524), Mathematics: Content Knowledge (0061), and Mathematics: Proofs, Models, and Problems Part 1 (0063) (Mr. Brown) **(Pages 57-62)**
- D. Ms. Courtney Moore – Waiver of 16 KAR 6:010, Request to waive Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) (Mr. Brown) **(Pages 63-68)**
- E. Ms. Jackie Arnold – Waiver of 16 KAR 6:010, Request to waive Praxis II Principles of Learning & Teaching: Grades 7-12 (0524), Social Studies: Content Knowledge (0081) and Social Studies: Interpretation of Materials (0083) (Mr. Brown) **(Pages 69-74)**
- F. Mr. Michael Williams – Waiver of 16 KAR 2:010, Request for Extension to Complete Master’s Degree (Mr. Carr) **(Pages 75-78)**

Alternative Route to Certification Applications

- A. Mr. John W. Fleming, Chemistry, Grades 8 -12 (Mr. Carr) **(Pages 79-80)**
- B. Ms. Natalie E. Hall, Instrumental Music, Grades P-12 (Mr. Carr) **(Pages 81-82)**
- C. Ms. Michele L. Miller, Business, Grades 5-12 (Mr. Carr) **(Pages 83-84)**
- D. Ms. Teresa O. Young, Business, Grades 5-12 (Mr. Carr) **(Pages 85-86)**
- E. Ms. Bonnie M. Charles, Art, Grades P-12 (Mr. Carr) **(Pages 87-88)**

Following a motion in open session, it is anticipated that the Board will move into closed session as provided in KRS 61.810 (1)(c) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the Board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:

**EPSB Board Room, 100 Airport Road, 3rd Floor
September 25, 2006**

The actions delineated below were taken in open session of the EPSB at the June 12, 2006, regular meeting. This information is provided in summary form; an official record of the meeting is available on tape in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

**Education Professional Standards Board (EPSB)
Summary Minutes of the Business Meeting
Holiday Inn University Plaza, 1021 Wilkinson Trace
Frankfort, Kentucky
June 12, 2006**

Members Present:

Wally Campbell
James Cibulka
Lydia Coffey
Sam Evans
Kristin Gregory
Linda Livers
Rita Presley
Michael Dailey (for Gene Wilhoit)
Zenaida Smith
Wilson Stone
Tom Stull
Lorraine Williams

Members Absent:

Lonnie Anderson
Jim Applegate (for Tom Layzell)
Kent Juett
Steven Lin

Call to Order

Chair Tom Stull convened the meeting at 9:05 am CDT.

Amendment to Agenda

Motion made by Ms. Linda Livers, seconded by Dr. James Cibulka, to amend the June 12, 2006 agenda to add the swearing in of the designee for Dr. Gene Wilhoit, Kentucky Department of Education, and to replace Action Item D, Mentoring Contracts for National Board for Professional Teaching Standards, with a waiver of 16 KAR 7:010, pertaining to the May 1 deadline of the Resource Teacher Timesheets (RTTs).

Vote: *Unanimous*

Swearing in of Designee for the Department of Education

General Counsel Brenda Allen administered the oath to Mr. Michael Dailey who attended the Board meeting in the absence of Commissioner Gene Wilhoit.

Approval of May 15, 2006, Minutes

Motion made by Ms. Lorraine Williams, seconded by Ms. Kristin Gregory, to approve the minutes of the May 15, 2006 EPSB meeting.

Vote: *Unanimous*

Open Speak

No requests were made for open speak.

Report of the Executive Director

Assignment of Task Force

Dr. Rogers informed the Board of individuals who have agreed to serve on the Education Leadership Redesign (ELR) Task Force, a requirement of House Joint Resolution 14 (sponsored by Rep. Jon Draud) that passed during the 2006 General Assembly. The ELR Task Force includes the Executive Director of the Education Professional Standards Board (EPSB), the Commissioner of the Kentucky Department of Education, the President of the Council on Post-Secondary Education, as well as a diverse group of additional participants representing the education profession across the state.

Report of the Chair

Appointment of Nominating Committee for Chair and Vice Chairperson(s)

Chairman Stull made appointments for the nominating committee. Ms. Kristin Gregory will serve as Chairperson, and Dr. Sam Evans and Ms. Lorraine Williams will serve as Vice Chairpersons.

Action Items

A. Teacher Education Model Programs (TEMP) Grant Final Report

Dr. Marilyn Troupe introduced Dr. Carol Gabbard, who has been the Teacher Education Model Program (TEMP) Grant Director since its inception nearly three years ago. Dr. Troupe asked Dr. Gabbard and three participants of the TEMP Grant, Ms. Brenda Nix, Murray State University; Dr. Sharon Brennan, University of Kentucky; and Dr. Brenda Priddy, Campbellsville University, to report on their experiences with the TEMP Grant.

During her report to the Board, Dr. Gabbard stated that public, state, and private institutions have been heavily involved with the TEMP Grant. Six major goals were addressed within this grant, and Dr. Gabbard reported that there have been concrete examples of accessibility, transportability, and team work, a desire of Representative Harry Moberly during the inception of the grant. She acknowledged several institutions for their ability to leverage funding for the grant to further their goals and was proud to report that Kentucky was recognized nationally for successful projects within the grant. She thanked the EPSB and state agencies for their support and assistance.

Brenda Nix from Murray State University (MSU) discussed the technology goal of the grant at MSU, and Dr. Sharon Brennan discussed No Child Left Behind and how the University of Kentucky addressed the concerns of participating teachers and their students' academic success. Dr. Brenda Priddy discussed two components of the TEMP grant at Campbellsville University. The first component including implementing an "Exploring Kentucky's Rural Roots" project with middle school gifted students and the second component enhanced the recruitment of talented future educators through establishing a regional FEA conference in partnership with Lindsey Wilson College.

Dr. Evans noted that the summary work for goal four of the TEMP Grant contains the following sentence: The grant provided funds, as well, for a pilot program that encourages novice teachers to become National Board Teacher Candidates by their second year of teaching. Dr. Evans requested that the phrase "by their second year of teaching" be deleted because an individual cannot become a National Board Certified Teacher (NBCT) after two years.

Some questions and comments of the Board regarding the TEMP grant included the following: Ms. Williams asked where the TEMP Grant goes from here and how the EPSB will disseminate information about the TEMP grant to the districts. One of the grant evaluators responded that institutions would like to see the grant continue; however, the grant ends June 30 and this program is costly. Dr. Rogers stated that ideas from the grant are an ongoing piece and will be replicated by others. Dr. Evans asked if the project was able to meet the intended outcomes based on the grant. All grant evaluators agreed that the intended outcomes of the grant were met. Board member Zenaida Smith commented that she would like to see more involvement with more diverse students.

Corrected pages of the TEMP Grant report will be provided at the next regular EPSB Board meeting.

2006-052

Motion made by Ms. Lydia Coffey, seconded by Ms. Linda Livers, to modify and accept the report of the TEMP Grant.

Vote: *Unanimous*

B. 16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Emergency, Final Action

Dr. Evans inquired about a line in 16 KAR 7:010 which states, “*Beginning with the 2008-09 school year all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Programs shall use the new Teacher Performance Assessment in lieu of the traditional internship assessments.*” He asked if the wording in the regulation ensured that the teacher performance assessments must be used beginning with the 2008-2009 school year. Mr. Brown stated that all internships beginning January 2008 would begin using the Teacher Performance Assessment. Mr. Brown further stated that with the current regulation, an intern may complete the internship within two consecutive school years. It is possible that one may begin the internship with the current program and re-enter when the changes to the regulation are made with the TPA. This allows those on medical or military leave to complete an internship. For all new interns, the TPA would be used beginning in January 2008.

2006-053

Motion made by Dr. Sam Evans, seconded by Ms. Kristin Gregory, to approve the amendments to 16 KAR 7:010 and extend the use of the Teacher Performance Assessment.

Vote: *Unanimous*

C. Program Approvals

- **Northern Kentucky**
- **Asbury College**

Northern Kentucky

Dr. Troupe asked Dr. Paul Wirtz from Northern Kentucky University (NKU) to join her at the table to discuss NKU’s program request. Dr. Cibulka asked Dr. Wirtz how this proposal will be impacted by future recommendations of the Master’s Review Committee. Dr. Wirtz responded that NKU’s program is very flexible to all candidates and is not only for candidates pursuing a Master’s Degree in Education. Those candidates pursuing a rank

change through NKU's proposed program could design a series of education courses in collaboration with professional development at their school districts.

Dr. Cibulka asked Dr. Troupe if institutions will be required to address specific components of their program proposals with future recommendations of the Master's Degree Review Committee and, if so, would NKU be expected to reapply for this program? Dr. Troupe responded that yes, institutions will be expected to reapply and that institutions understand that they apply for these programs at their own risk.

Dr. Sam Evans discussed with Dr. Wirtz the listing of the Interstate School Leaders Licensure Standards in the program proposal. Since candidates could not receive principal certification, it was requested that those standards be removed. Dean Evans also asked Dr. Wirtz how one course could cover all of the experienced teacher standards. Dr. Wirtz responded that candidates would complete a portfolio assessment on each standard. Ms. Kristin Gregory noted that she liked the flexibility of the program for teachers.

2006-054

Motion made by Dr. Cibulka, seconded by Ms. Linda Livers, to approve the proposed educator preparation program addition for Northern Kentucky University.

Vote: *Unanimous*

Asbury College

Dr. Troupe noted a correction to the staff note on page 25. Learning & Behavior 8-12 is the only endorsement; the other proposed program additions are regular certification programs.

2006-055

Motion made by Ms. Kristin Gregory, seconded by Dr. Cibulka, to approve the proposed educator preparation program additions for Asbury College.

Vote: *Unanimous*

D. Waiver pertaining to 16 KAR 7:010 pertaining to the May 1 deadline of the Resource Teacher Time Sheets

16 KAR 7:010 states that the resource teacher time sheets (RTT) are to be submitted to the EPSB by May 1. Though 95% of the time sheets were submitted for payment, several were submitted after May 1. The districts were asked to submit a waiver for payment describing the reasons for the late time sheets and a plan for ensuring the time sheets would be submitted on time. A list was provided to EPSB Board Members of late submitted time sheets for the 2005-2006 school year.

Mr. Brown reported that many of the late time sheets submitted were signed on time by the committee members, but district coordinators failed to approve and submit the time sheets prior to or on May 1. District Coordinators responded that they have several responsibilities. Some district coordinators are also assessment coordinators, and with CATS testing during

the same time as the deadline for submitting RTTs, they failed to submit the time sheets in a timely manner.

Historically time sheets were submitted in hard copy, often after the May 1 deadline. Tracking of the dates and mailing of the time sheets was difficult for teachers, so in order to assist, EPSB staff approved payments. With the implementation of the Intern Management System (IMS), the EPSB staff are able to track signature dates on the RTTs, allowing EPSB staff to determine which districts have submitted late RTTs.

Ms. Lorraine Williams stated that she is in favor of paying the resource teachers but wants to maintain the timeline and send correspondence to resource teachers indicating why late payments were received. Mr. Brown stated that EPSB staff can make this part of the process since the EPSB now has access to every resource teacher who has not received a payment.

Mr. Wilson Stone asked if EPSB staff is considering how to fix this problem in the future. Dr. Rogers said the EPSB can design the computer system to send reminder emails. In addition, districts have sent correspondence to the EPSB assuring this will not occur next year. Dr. Rogers believes there will be a 50% reduction in late submitted time sheets next year. Mr. Stone asked if the EPSB has ever paid RTTs beyond July 1. Dr. Rogers said yes but the EPSB does not intend to do this in the future. Ms. Lydia Coffey suggested pushing the date back to May 10 in the future because the May 1 deadline can be difficult to meet towards the end of the school year for those with dual roles. Although she understands the importance of submitting RTTs on time, this increased timeline may decrease the number of late submitted RTTs.

2006-056

Motion made by Ms. Lorraine Williams, seconded by Ms. Gregory, to approve the waiver request.

Vote: *Unanimous*

Waivers

A. Ms. Janel Hummel—Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014)

2006-057

Motion made by Dr. Evans, seconded by Ms. Liver,s to not waive Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and not accept FTCE Professional Education Test and FTCE SAE Elementary K-6 in lieu thereof.

Vote: *Unanimous*

B. Ms. Jennifer Rolling—Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 (O522), Elementary Education: Content Knowledge (0014), and Interdisciplinary Early Childhood Specialty Test (IECE)

2006-058

Motion made by Ms. Lydia Coffey, seconded by Dr. Cibulka, to waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) and Science (16) tests in lieu thereof, but do not waive the IECE and the Principles of Learning and Teaching: Grades K-6 and do not accept the MTTC Early Childhood (82) or the MTTC Elementary Education (83) in lieu thereof.

Vote: *Unanimous*

C. Ms. Martha Evans-Nau—Waiver of 16 KAR 6:010, Praxis II, Request to waive Elementary Education: Content Knowledge (0014) and/or Middle School: English Language Arts (0049)

2006-059

Motion made by Mr. Wilson Stone, seconded by Ms. Lydia Coffey, to waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) and Language Arts Elementary (90) in lieu thereof, but do not waive the Middle School English Language Arts (0049) and do not accept the MTTC Language Arts Elementary (90) in lieu thereof.

Vote: *Unanimous*

D. Ms. Veronica Juarez—Waiver of 16 KAR 6:010, Praxis II, Request to waive Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371)

2006-060

Motion made by Ms. Rita Presley, seconded by Ms. Gregory, to not waive Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance (0371) and do not accept TExES 161 Special Education EC-12 in lieu thereof.

Vote: *Unanimous*

E. Ms. Pam Harper on behalf of Ms. Tina Grigson-Waiver of 16 KAR 2:160, Request to waive requirement for six graduate hours for a reissuance of a probationary certificate for teacher of Exceptional Children

2006-061

Motion made by Dr. Evans, seconded by Ms. Livers, to approve the waiver request.

Vote: *Unanimous*

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
June 12, 2006**

Motion made by Ms. Linda Livers, seconded by Dr. James Cibulka, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(c)&(j).

Vote: *Unanimous*

Motion made by Dr. James Cibulka, seconded by Ms. Lorraine Williams, to return to open session.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Tom Stull, Lydia Coffey, James Cibulka, Wilson Stone, Kristin Gregory, Sam Evans, Wally Campbell, Lorraine Williams, Linda Livers, and Rita Presley.

Attorneys present were Brenda Dinkins Allen, Alicia A. Sneed, and Gary A. Stephens.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
06-0124	Admonish
06-0365	Hear
06-0476	Hear
06-0349	Hear
05-11200	Hear
06-0478	Admonish
06-0481	Hear
06-0487	Hear
06-0486	Hear
06-0348	Hear
06-0479	Hear

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06-0485	Dismiss Without Prejudice
06-0483	Hear
06-0360	Hear
06-0363	Hear
06-0368	Admonish
06-0474	Dismiss
06-0473	Admonish
06-0484	Hear
06-0362	Hear
06-0477	Hear
06-0366	Admonish
05-12224	Dismiss Without Prejudice
05-08146	Dismiss Without Prejudice
05-07117	Dismiss Without Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
06-067	Approve
06-068	Approve
06-065	Approve
06-069	Approve
06-070	Approve
06-071	Approve
06-072	Approve
06-073	Approve
06-075	Approve
06-076	Approve
05-183	Defer
06-077	Approve
06-078	Approve
06-079	Approve
06-081	Approve
06-082	Approve
06-083	Approve
06-084	Approve
06-085	Approve
06-086	Approve
06-087	Approve
06-088	Approve
06-080	Approve
06-089	Approve
06-090	Approve
06-091	Approve
06-093	Defer
06-094	Approve
06-095	Defer

06-096	Approve
06-097	Approve
06-098	Approve
06-099	Approve
06-100	Approve
06-101	Approve
06-103	Approve
06-104	Approve
06-105	Approve
06-106	Approve
06-107	Approve

Agreed Orders

Case Number

Decision

05-0358 (James Clinkenbeard) Accept Agreed Order suspending Respondent's certificate for a period of eighteen days with credit for ten days previously served and the remaining eight days to be served from the date of acceptance of this Order by the Board. As part of the agreement, Respondent shall provide written evidence to the Board, prior to June 15, 2007, that he has complied with the following:

1. Eight and one half hours of training/professional development, approved by the Board, in the areas of maintaining an appropriate work-place environment and professional ethics; and
2. Ten hours of community service as approved by the Board.

Should Respondent fail to satisfy either of these requirements, his certificate shall automatically be suspended and remain so until Respondent submits written proof to the Board that he has met all requirements.

Respondent is admonished for failing to exercise prudent judgment in his interactions with colleagues. This Board reminds Respondent that as a principal, he is a role model for students and teachers alike. It is his responsibility to treat others with dignity and respect and consistently maintain a positive learning and working environment for all.

Vote: *Unanimous*

05-0477 (Warren Mowry) Accept Agreed Order Admonishing Respondent for providing inappropriate assistance to a student during the portfolio section of CATS testing. Respondent's conduct violates the dignity and integrity of the

profession and the Board will tolerate no further misconduct of this nature from Respondent.

In addition, Respondent will obtain twelve (12) hours of professional development in the areas of ethics training and proper CATS assessment training. Failure to comply with the training requirements by December 31, 2006 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the training requirements contained in this Agreed Order. All expenses for the training will be born by Respondent.

Vote: Unanimous

05-08160 (Stewart Wade) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days beginning from the date off acceptance of this Agreed Order by the Board. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

Vote: *Unanimous*

05-0240 (Earl Driskell) Accept Agreed Order suspending Respondent's certificate for a period of ten (10) days from the date this agreement is accepted by the Board. Furthermore, Respondent is admonished for his failure to maintain the dignity and integrity of the profession and any further conduct of this type will not be tolerated by the Board.

This settlement agreement is expressly conditioned upon the following:

1. Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in ethics, as approved by the Board, no later than June 30, 2007. Any expense incurred for said training shall be paid by Respondent.
2. Respondent shall provide written proof that he has completed sexual harassment training, as approved by the Board, no later than June 30, 2007. Any expense incurred for said training shall be paid by Respondent.
3. Respondent shall provide written proof to the Board that he has completed twenty (20) hours of community service/volunteer service to state or local 501(c)3 charitable organizations that provide support and care for critically ill children or to a

local hospice organization, as approved by the Board, by June 30,2007.

Respondent agrees that should he fail to satisfy any of the above conditions, his certificate shall be automatically suspended until Respondent provides written proof to the Board that he has completed the conditions.

Upon acceptance of this agreement by the Board, Respondent or his attorney shall immediately surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, KY 40601. Failure to do so shall result in further disciplinary action by the Board.

Vote: *Unanimous*

06-0116 (Wilfredo Martir) Accept Agreed Order suspending Respondent's certificate for a period of six (6) months from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Reinstatement of Respondent's Kentucky teaching certificate, at the conclusion of the six (6) month suspension period is expressly conditioned upon Respondent providing written evidence to the Board, prior to the date of reinstatement, that he has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Respondent shall also complete a course in the area of sexual harassment counseling to be approved by the Board. Any expense incurred for the program shall be paid by Respondent. Should Respondent fail to satisfy these conditions, his teaching certificate shall not be reinstated.

Respondent is also admonished for his behavior. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of his students. An educator should touch students only when necessary to assist the student or to protect oneself or others from harm. An educator should never threaten students or make comments that could be construed in a sexual manner.

The Board will not tolerate any further acts of misconduct by Respondent.

Vote: *Unanimous*

05-12229 (David Cignoni) Accept Agreed Order revoking Respondent's certificate for a period of three (3) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

In addition to any educational requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the three (3) year revocation period is expressly conditioned upon Respondent providing written evidence to the Board, at the time of application, that he has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Respondent shall also complete a course in the area of sexual harassment counseling to be approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

05-0586 (Ann Peters) Accept Agreed Order Admonishing Respondent for giving improper assistance to a student on his writing portfolio during the administration of the CATS testing of the 2005-2005 school year. The Board reminds Respondent that she has the duty to maintain the dignity and integrity of the profession. Respondent failed in that duty by providing improper assistance to students in violation of the CATS testing regulations. No further conduct of this nature will be tolerated by the Board.

Respondent shall complete three (3) hours of professional development/training in the area of proper CATS testing administration as approved by the Board. This training must be completed by July 31, 2006. Any expense incurred for said training shall be paid by Respondent. Failure to satisfy this requirement will result in her case being reopened.

Vote: *Unanimous*

05-11206 (Monte Chance) Accept Agreed Order suspending Respondent's certificate for a period of four (4) days from the date of acceptance of this Order by the Board.

In addition, Respondent's teaching and administrative certificates, including any and all current or future endorsements or areas of certification shall be subject to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall not have any more substantiated allegations of misconduct in violation of KRS 161.120 or the Kentucky Code of Ethics for School Personnel. If Respondent has any further substantiated allegations of misconduct in violation of KRS 161.120 and the Kentucky Code of Ethics for School Personnel, his certificate will be automatically suspended for a period of two (2) years.
2. Respondent shall submit written evidence of his completion of twelve (12) hours of professional development/training in the areas of ethics as approved by the Board by January 1, 2007. Any expense for the professional development/training shall be paid by Respondent.
3. Respondent shall submit proof that he has completed, in addition to the twenty-one (21) participant hours of instructional leadership training required by KRS 156.101 (4)(b)(2), six (6) additional hours of instructional leadership training approved by the Kentucky Board of Education in the areas of interpersonal relationships and superintendent leadership instruction by January 1, 2007. Any expense for said training shall be paid by Respondent.

Vote: *Unanimous (Ms. Livers, Dr. Evans, recused.)*

Motion made by Ms. Livers, seconded by Ms. Gregory, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 12:30 p.m.

Next Meeting: August 21, 2006
9:00AM
EPSB Board Room
Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Review of EPSB contract and memorandum of agreement proposals and modifications to existing agreements

Applicable Statutes and Regulation:

KRS161.017

KRS 161.028

Applicable Goal:

VII. 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.

Background:

The EPSB uses a variety of contracts and memoranda of agreement to accomplish our work. The state procurement process for these agreements has multiple levels of review and approval at the EPSB and the Finance Cabinet before the agreements arrive at the LRC Contract Review Committee for final review and approval. The new eMARS system provides for all of these steps to be accomplished through a web-based system.

Adding the review of the EPSB would ensure that the Board is informed about our use of these agreements. I believe doing so would also enrich the Board's understanding of our program activities.

If agreement is reached to proceed so that the EPSB can review and approve new agreements, as well as modifications to existing agreements, an Action Item staff note will be prepared for the September meeting to amend the EPSB Policy and Procedures handbook to include the review protocol.

Contact Person:

Dr. Phillip S. Rogers

Executive Director

E mail: phillip.rogers@ky.gov

Phone: 502.564.4606

Executive Director

Date:

August 21, 2006

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Adoption of 2006-2008 Goals and Strategies

Applicable Statutes and Regulation:

KRS 161.028

Issue:

Should the Education Professional Standards Board adopt the attached 2006-2008 Goals and Strategies?

Background:

KRS 161.028 establishes the powers and duties of the Education Professional Standards Board (EPSB). In order to fulfill these duties and responsibilities, the EPSB organizes its work around vision and mission statements as well as goals and strategies. These statements and goals and strategies are reviewed every two years.

During the 2005 annual retreat, the EPSB asked the Board Chair to convene a committee of Board members to review and, if necessary, revise the current goals. The committee was appointed at the August 15, 2005 regular EPSB meeting. The committee met approximately once a month during 2005-06 and presented the Board with a new vision statement, a revised mission statement, and 5 goals (see attached document) at the 2006 annual retreat.

Although in the past the goals were supported by a set of initiatives, staff proposed a set of strategies aligned with measures recommended by the Goals Committee. The strategies provide concrete direction for EPSB staff members to align their work and ensure that the Board's Goals are met. In order to capture the benefit of the experience that exists within the EPSB program staff and leadership, the Executive Director drafted strategies and presented them to all the EPSB staff for review and discussion. This provided the essential "buy-in" of the agency staff, which is critical to the promotion of the Board's Goals.

Alternative Actions:

Option 1: Adopt the 2006-2008 Goals and Strategies as presented

Option 2: Modify and adopt the 2006-2008 Goals and Strategies

Option 3: Do not adopt the 2006-2008 Goals and Strategies

Staff Recommendation:

Option 1

Rationale:

These Goals were developed by a committee of EPSB members over a year of meetings. The EPSB reviewed the Goals at the 2006 annual retreat on two separate occasions and offered changes that were incorporated into the present draft.

Staff developed the strategies based on measures that the Goals committee recommended. EPSB program and leadership staff were given the opportunity to review and discuss the

August 21, 2006

strategies and provide feedback to the Executive Director. After collecting staff comments on the new goals and strategies, the Executive Director incorporated suggestions into the present draft.

Contact Person:

Dr. Phillip S. Rogers

Executive Director

(502) 564-4606

E-mail: phillip.rogers@ky.gov

:

Executive Director

Date:

August 21, 2006

EPSB Goals and Strategic Plans

2006-2008

Revised 07/20/06

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.

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

Strategy 1.3. Provide technical assistance to support program improvement.

Strategy 1.4. Utilize research to inform program improvements.

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

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

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

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.

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

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

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

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

- Strategy 2.6. Explore and develop new alternative routes to certification and document the effectiveness of existing alternative routes to certification.*
- Strategy 2.7. Maintain a focus on continuous improvement of all certification procedures and processes.*
- Strategy 2.8. Provide accurate and reliable data to support decision making.*

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.*
- Strategy 3.2. Maintain an accurate data base of misconduct and character and fitness cases.*
- Strategy 3.3. Present all cases for review to the EPSB in a timely manner.*
- Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.*
- Strategy 3.5. Provide accurate and reliable data to support decision making.*

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.*
- Strategy 4.2. Maintain a focus on continuous improvement for all EPSB induction and professional advancement programs.*
- Strategy 4.3. Provide accurate and reliable data to support decision making.*

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

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

Kentucky Christian University – English, Grades 8-12 (Bachelor’s Level) and Social Studies, Grades 8-12 (Bachelor’s Level)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should the EPSB approve the following educator preparation program additions?

KENTUCKY CHRISTIAN UNIVERSITY

4.0 SECONDARY SCHOOL FOR GRADES 8-12

English (Bachelor’s Level)
Social Studies (Bachelor’s Level)

Background:

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation evaluated program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. An Executive Summary of the programs is attached.

Groups/Persons Consulted:

Content Area Program Review Committee
Continuous Assessment Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program additions
2. Do not approve the proposed educator preparation program additions

Staff Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program additions meet the performance-based program requirements as established by the EPSB.

Contact Person:

Dr. Marilyn K. Troupe, Director
Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov

Executive Director

Date:

August 21, 2006

Kentucky Christian University
Bachelor of Science: Secondary Education-Social Studies
Bachelor of Science: Secondary Education-English

July 15, 2006

Executive Summary

Theme: The Conceptual Framework or theme of the Teacher Education Program at Kentucky Christian University is “Empowered to Empower.” The theme represents a continuous effort to empower the teacher to function in schools and society to meet the demands of teaching and the needs of diverse learners in an ever-changing world. Kentucky’s New Teacher Standards are the core of conceptual framework. The conceptual framework provides the basis for coherence of curriculum, instruction, field experience, student teaching, evaluation, and continuous assessment. Students/candidates are empowered to perform according to standards and experiences as they progress through programs that have been aligned with appropriate state, professional organization, and national guidelines.

Continuous Assessment Plan: The continuous assessment plan applies to all preparation programs within the unit. All programs share the three stage Continuous Assessment plan which monitors the progress of a teacher education candidate throughout their program. All students will develop in their dispositions and their ability to demonstrate the new teacher standards. Each stage requires different types of experiences and evidences which are evaluated for demonstration of competency. As the candidate meets the criteria/tasks of each stage, he/she moves on to the next stage. Successful completion of Stage I results in admission to a teacher education program; successful complete of Stage II results in admission to student teaching; and successful completion of Stage III results in completion of a program of teacher preparation. Data gathered at all levels is linked to the standards that equip (empowered) a candidate to (empower) teach others.

Unique Features: The unique mission of Kentucky Christian University’s Keeran School of Education is to educate students for Christian leadership and service in the church and in the teaching profession throughout the world by producing a teacher who is empowered to: assess students, analyze content, plan instruction, implement instruction, and evaluate teaching/learning.” This is accomplished when a candidate completes a teacher preparation program and becomes an empowering agent in the educational setting.

Rationale: National estimates of the need for new teachers between 1997 and 2008 have ranged from 2.4 to 2.7 million which translates into the need to hire between 210, 000 and 260,000 new teachers a year. Retirement, attrition rates, and demographic changes are the reasons. Specific to the need for high school teachers, according to the Brookings Institute, between 2001 and 2005, 20 million adolescents are expected to enter high school in America – a one-third increase in enrollment over the 2000 school year. KCU has provided quality teacher preparation for nearly 25 years and would like to provide 2 additional areas of certification, secondary English and social studies, to address the need for new teachers in the state and throughout the nation.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

2006-2007 National Board for Professional Teaching Standards Mentoring Services

Applicable Statutes and Regulation:

KRS 161.132; KRS 161.133; KRS 161.134
16 KAR 1:040

Applicable Goal:

Goal V: Every teacher and administrator shall maintain the standards of the profession.

Issue:

Should the Education Professional Standards Board (EPSB) approve contracts for mentoring services for 2006-2007 candidates pursuing National Board Certification?

Background:

KRS 161.134 provides for mentoring programs utilizing National Board Certified teachers. The statute further directs EPSB to establish guidelines for submission and approval of such programs, which EPSB has done via administrative regulation 16 KAR 1:040. The regulation establishes a proposal process for application submission that was conducted in accordance with the regulation.

The 2006-2007 NBPTS Mentoring Program Summary (sent to you Under Separate Cover) contains specific information related to contracts with education cooperatives and districts for NBPTS mentoring services. A Request for Proposal (RFP) was published by the EPSB on May 22 which stipulated that proposals were to be submitted within seven days.

Alternative Actions:

1. Approve the proposed contracts for the NBPTS mentoring programs.
2. Do not approve the proposed contracts for the NBPTS mentoring programs.

Staff Recommendation:

Alternative Action 1

Rationale:

EPSB adopted 16 KAR 1:040 delineating the requirements for submission and approval of mentoring programs led by National Board Certified teachers. The programs recommended by staff for funding adhere to the program selection criteria. The enclosed proposals can and, if needed, will be modified within the constraints of the FY07 budget. Proposal modifications may also be necessary to facilitate the greatest distribution of candidates throughout the Commonwealth and to utilize technology to mentor candidates outside their geographic region, thereby maximizing the limited monies available.

Contact Person:

August 21, 2006

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:
August 21, 2006

16 KAR 1:040. Teachers' National Certification Incentive Trust Fund.

RELATES TO: KRS 157.395, 161.131, 161.132, 161.133, 161.134

STATUTORY AUTHORITY: KRS 161.133(3), 161.134(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.133 establishes the Teachers' National Certification Incentive Trust Fund. KRS 161.133(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish procedures for the administration of the fund and the requirements for participating teachers and local boards of education. KRS 161.134(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish the parameters for mentoring programs utilizing national board certified teachers. This administrative regulation establishes participation requirements and payment procedures relating to this fund.

Section 1. Definitions. (1) "Advanced candidate" means a candidate enrolled in the incentive program who has failed to successfully complete the assessments for national board certification during the first year of enrollment.

(2) "Assessment" means the certification requirements established by the National Board for Professional Teaching Standards.

(3) "Candidate" means a Kentucky teacher who has successfully registered with the National Board for Professional Teaching Standards to complete the assessments in a given application period.

(4) "Cohort" means a group of school districts, collaborating districts, or educational cooperatives.

(5) "Incentive Program" means the Teachers' National Certification Incentive Trust Fund established under the provisions of KRS 161.133.

Section 2. (1) To apply to receive payments from the incentive program, a Kentucky teacher shall register with the National Board for Professional Teaching Standards by January 31 of the calendar year for which the teacher is seeking payment.

(2) Upon receipt of notification of enrollment from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall send the candidate written confirmation of enrollment in the Teacher's National Certification Incentive Trust Fund and a Statement of Intent Form.

(3) The candidate shall provide the following information on the Statement of Intent Form:

(a) The signature of the district superintendent;

(b) The candidate's actual out-of-pocket expenses toward the certification fee; and

(c) Information about each third-party payment made on behalf of the teacher toward the certification fee by a local school district, the Candidate Subsidy Program offered by the National Board for Professional Teacher Standards, or other educational or noneducational entity.

(4) The candidate shall return the completed Statement of Intent Form to the Education Professional Standards Board within thirty (30) calendar days.

(5) The Education Professional Standards Board shall indicate the return due date for each Statement of Intent Form mailed to a candidate.

(6) A candidate that fails to return the completed Statement of Intent Form by the indicated due date shall not be eligible for incentive program funds in the current fiscal year.

Section 3. (1) A candidate enrolled for participation in the incentive program under Section 2 of this administrative regulation shall submit the required portfolio to the National Board for Professional Teaching Standards by the required due date established by the National Board.

(2) By June 1, the Education Professional Standards Board shall notify the candidate of the amount of payment to be made under this administrative regulation.

Section 4. (1) After the candidate submits the portfolio, the Education Professional Standards Board shall send the superintendent a payment voucher, Form NBC-2. The superintendent, on behalf of the local board of education, shall submit Form NBC-2 for reimbursement for substitute teachers employed to allow up to five (5) days of released time for the teacher pursuing national board certification who has been enrolled for participation in the incentive program under Section 2 of this administrative regulation.

(2) The superintendent shall submit payment voucher Form NBC-2 by June 15 following the school year in which the released time was used by the teacher pursuing national board certification.

(3) The teacher pursuing national board certification shall adhere to the local board of education policy or procedure for the procurement of substitute teachers.

Section 5. (1) A candidate who does not successfully complete the certification process of the National Board for Professional Teaching Standards in the first year may choose to bank the scores and retake the assessment or a portion of the assessment in a subsequent year.

(2) An advanced candidate who is banking scores or retaking the assessment shall:

(a) Complete the registration process established in Section 2 of this administrative regulation; and

(b) Submit the written documentation established in Section 3(1) of this administrative regulation.

(3)(a) The employing school district of an advanced candidate who is banking scores or retaking the assessment may request reimbursement for compensation of substitute teachers employed to allow released time for the advanced candidate pursuing national board certification.

(b) The total reimbursement for released time shall not exceed five (5) days for the two (2) year period.

(c) Upon notification of receipt of the portfolio by the National Board for Professional Teaching Standards, the Education Professional Standards Board shall mail the advanced candidate Form NBC-2 indicating the number of reimbursable released days available to the candidate in the second year. A copy of Form NBC-2 shall be sent to the employing school district.

(d) Form NBC-2 shall be returned by the superintendent, on behalf of the employing local board of education, to the Education Professional Standards Board by June 15 following the school year in which the advanced candidate pursuing national board certification used the released time.

Section 6. (1) Upon receipt of confirmation of the successful completion of national board certification from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall issue reimbursement for actual out-of-pocket expenses up to seventy-five (75) percent of the initial certification fee.

(2) The Education Professional Standards Board shall not reimburse a teacher for any fees associated with banking scores or retaking the assessment.

(3) Based upon funding from the Kentucky General Assembly, the Education Professional Standards Board may limit candidate participation and payments to advanced candidates. All allocated funds that are not expended in the current fiscal year shall be deposited into the incentive trust fund for use by candidates in succeeding fiscal years.

(4) The Education Professional Standards Board shall only authorize payment for which other funds, other than a repayable loan, have not been received.

(5) If sufficient funds are not available to fully fund all of the payments to all candidates in a given year under Sections 3 and 4 of this administrative regulation, the Education Professional Standards Board shall prorate the specific types of payments to ensure that all candidates enrolled in the incentive program in a given year are benefited equally. In prorating the payments to incentive program participants, the Education Professional Standards Board shall prioritize payments to all candidates in the following manner:

(a) Reimbursement of up to seventy-five (75) percent of the national board certification fee paid by candidates or advanced candidates enrolled in the trust fund shall be the first priority.

(b) Reimbursement to the district for substitute teachers used to provide up to five (5) days of released time for the candidate shall be the second priority.

(c) Payment to candidates of the \$200 per day for two (2) days shall be the third priority.

(d) Reimbursement to the district for substitute teachers used to provide released time for advanced candidates shall be the fourth priority.

(e) Payment to advanced candidates of the \$200 per day for two (2) days shall be the final priority.

(6) If there is insufficient funding, the Education Professional Standards Board shall, taking into consideration the priorities established under subsection (5) of this section, pay only as much of the payments under subsection (5)(b) of this section as funds will allow, before paying any payments under subsection (5)(c), (d), or (e) of this section.

Section 7. (1) A local school district or cohort may submit a proposal to the Education Professional Standards Board for a stipend for a national board certified teacher who serves as a mentor to candidates.

(2) The proposal shall be submitted on or before June 1 preceding the school year in which the mentoring will occur.

(3) The proposal shall be reviewed by the Education Professional Standards Board based upon adherence with the information contained within the request for proposals and the following documented components:

- (a) Evidence of cooperation with the applicable school-based decision making councils;
- (b) Identification of each teacher the national board certified teacher will be mentoring;
- (c) The length and structure of the mentoring program;
- (d) The goals and objectives of the mentoring program;
- (e) The mentoring program's impact on student learning;
- (f) The mentoring program's effect on teacher participants' professional growth and development; and
- (g) The stipend amount requested for the national board certified teacher serving as the mentor.

(4) A school district or cohort mentoring program approved by the Education Professional Standards Board shall submit a summary at the conclusion of the program detailing how the components identified in subsection (3) of this section were addressed and listing the mentoring program's accomplishments.

(5)(a) A national board-certified teacher who serves as a mentor in a program approved under this section of this administrative regulation shall receive a stipend of \$500 for each teacher the national board-certified teacher is mentoring.

(b) A cohort model mentoring program may request additional funds to support the cohort and its activities.

(c) The Education Professional Standards Board shall not use more than twenty-five (25) percent of the allotment from the General Assembly to cover the cost of mentoring.

(6) A national board-certified teacher who is teaching full time shall not mentor more than six (6) teachers pursuing national board certification in a school year.

Section 8. (1) Payments made from this fund under the requirements of this administrative regulation shall be disbursed directly to the local school district in which the teacher pursuing national board certification is employed or to the fiscal agent of a cohort model.

(2) The local school district or the fiscal agent of a cohort model shall be responsible for deducting any relevant withholdings prior to disbursing the funds to the teacher.

(3) The local school district shall be responsible for the salary supplement established in KRS 157.395 for a teacher obtaining national board certification.

Section 9. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) Statement of Intent Form, revised 9/2003; and
- (b) Form NBC-2, revised 9/2003;.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (27 Ky.R. 1120; Am. 1478; eff. 12-21-2000; 28 Ky.R. 150; eff. 9-5-01; Recodified from 704 KAR 20:750, 7-2-02; 30 Ky.R. 370; 842; eff. 10-31-03.)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item D

Action Item:

Kentucky Teacher Internship Program Appeal(s)

Applicable Statutes and Regulation:

KRS 161.030

16 KAR 7:010, Section 9

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve recommendations of the Kentucky Teacher Internship Program (KTIP) Appeals Committee?

Background:

Pursuant to 16 KAR 7:010, Section 9, a teacher intern may appeal a decision of a KTIP Beginning Teacher Committee by requesting review by the separate KTIP Appeals Committee. The Appeals Committee includes one teacher, one administrator, one teacher educator, and the EPSB Executive Director's designee.

The Appeals Committee reviews the written appeal by the teacher intern, the response of the Beginning Teacher Committee, all KTIP committee reports and documentation, the portfolio, and all other relevant information as requested by the Appeals Committee. At least three members of the Appeals Committee must be present or must have reviewed all materials and provided a written opinion on the appeal in order for a recommendation to be made. The Appeals Committee may recommend that the EPSB uphold the Beginning Teaching Committee's decision of *unsuccessful*, not uphold the Beginning Teaching Committee's decision of *unsuccessful*, or nullify the internship because of procedural errors so that the intern may have two additional opportunities to successfully complete the internship.

Appeals Committees met July 17-18, 2006 and August 8, 2006 to review the appeal requests of eight interns. Documents reviewed for the interns include the following: appeal letter and supporting documentation, KTIP final report, KTIP observation instruments and portfolio review, time sheets, professional growth plan, and other documents supplied to the Appeals Committee. The Appeals Committee Recommendation and KTIP Committee's Record for each intern will be sent under separate cover. (The entire intern file, including portfolio, will be available for review at the August Board meeting.)

Alternative Actions:

1. Approve the Appeals Committee recommendations
2. Do not approve the Appeals Committee recommendations

Staff Recommendation:

Alternative Action 1

Rationale:

The EPSB issues a final decision in each appeal reviewed by the Appeals Committee and may consider the Appeals Committee's recommendation and the records reviewed. The Appeals Committee followed proper review procedures under the guidance of an EPSB attorney and staff believes its recommendations are sound.

Contact Persons:

Ms. Alicia Sneed, Director
Division of Legal Services
(502) 564-4604
E-mail: alicia.sneed@ky.gov

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. KRS 161.1222(1) authorizes the Education Professional Standards Board to implement a pilot internship project. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program and the Kentucky Teacher Internship Pilot Project.

Section 1. Definitions. (1) "Half-time basis" means teaching fifteen (15) hours per week.

(2) "Instructional day" means a day that:

(a) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(3) "Resource Teacher Time Sheet" means a copy of the document of the same name that is contained on the Education Professional Standards Board (EPSB) Web site, kyepsb.net and in the publication, *Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants*.

(4) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of portfolio materials or pilot project Teacher Work Sample that shall be developed by the teacher intern; and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the new teacher standards for Preparation and Certification established by the Education Professional Standards Board in 16 KAR 1:010.

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institution shall consult the Education Professional Standards Board with respect to the school districts and the geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than October 1 for the fall semester and February 15 for the spring semester. If the teacher intern is employed after the date required for appointment of the teacher educator, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school leader head or shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

(a) The facts and circumstances that form the basis for removal for cause; and

(b) The name of a qualified replacement submitted after consultation with the district or employing school Kentucky Teacher Internship Program Coordinator.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year,

the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable. The Confirmation of Employment shall be completed for each teacher intern and submitted to the Education Professional Standards Board:

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or
2. On or before February 15 for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to return the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a) or (b) of this subsection shall:

1. Be a violation of KRS 161.020; and
2. Result in the number of days the teacher intern taught without a valid certificate being included in the out of field report submitted to the Commissioner of the Department of Education in accordance with KRS 161.1221.

(4) A teacher intern may participate in the internship if the intern is teaching on at least a half-time basis. A school district offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board staff for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how the part-time employment offered by the district is commensurate with the half-time basis requirement of this administrative regulation.

(5)(a) Termination or resignation of the internship shall be prohibited unless a written resignation detailing the facts surrounding the resignation is received and approved by:

1. The superintendent or designated nonpublic school head or leader; and
2. The Education Professional Standards Board staff.

(b) A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board staff shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern. An internship shall not be established in a classroom designated as an alternative school, classroom or program unless the district superintendent or designated nonpublic school head or leader submits a written request for a waiver to the staff of the Education Professional Standards Board. The request shall include the following:

- (a) The type of students that attend the alternative school, classroom or program;
- (b) The student selection and placement process;
- (c) The level of support for students and faculty provided by the district;
- (d) The degree of administrative support within the program, classroom or school;
- (e) The location and facility that houses the program, classroom or school;
- (f) The instructional resources that are available to the faculty;
- (g) The curriculum used by the program, classroom or school;
- (h) The manner in which the program, classroom or school collaborates with other schools within the district;
- (i) The current faculty and staff positions assigned to the program, classroom or school;
- (j) A brief description of how a teacher intern placed in the alternative program, classroom or school could demonstrate that the teacher intern has met all of the new teacher standards;
- (k) Contact information for an individual who could provide additional information about the request; and
- (l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.

(7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that the level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a nonalternative setting.

- (8) If the waiver is granted, it shall remain in effect for the calendar year during which it is granted.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

- (a)1. Make three (3) official observation visits to the teacher intern's classroom with each observation lasting one (1) hour in duration or one (1) class period; or
2. Make two (2) one (1) hour or one (1) class period observation visits followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;
- (b) Conduct a lesson plan review prior to each of the three (3) observations and a postobservation conference after each observation;
- (c) Report progress observed and concerns to the committee at the scheduled committee meetings;
- (d) Monitor the time that the resource teacher spends with the teacher intern both in and out of class and sign the electronic version of the resource teacher time sheets or the hard copy of the resource teacher time sheets if the electronic reporting system is unavailable; and
- (e) Ensure that all program policies and procedures are followed.

- (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship.
- (a) The resource teacher, upon completion of Kentucky Teacher Internship Program Committee Training and upon appointment, shall begin to assist the teacher intern.
- (b) The resource teacher shall spend a minimum of twenty (20) hours working with the teacher intern in the classroom setting.
1. As a portion of the twenty (20) hours, the resource teacher shall conduct:
 - a. Three (3) official observations with each observation lasting one (1) hour in duration or one (1) class period; or
 - b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons.
 2. The observations shall be preceded by a lesson plan review and shall be concluded with a postobservation conference.
 - (c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete at least fifty (50) hours of out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:
 1. Assist the teacher intern in the development of professional growth plan;
 2. Assist the teacher intern in areas identified in the professional growth plan;
 3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
 4. Arrange activities for the teacher intern such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;
 5. Continually assess the teacher intern's progress in the internship in relation to each of the new teacher standards; and
 6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable. This document is located within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," incorporated by reference.
 - (d) The resource teacher shall divide the consultation time required paragraph (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the semester. The resource teacher shall not spend this required consultation time with the teacher intern at required in school or district-wide meetings, or any other activity for which the resource teacher receives compensation from the district or employing school, to include professional development activity.
- (3) The teacher intern shall:
- (a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the new teacher standards;
 - (b) Attend the orientation, preobservation and postobservation conferences with individual committee members, and all beginning teacher committee meetings;
 - (c) Participate with the resource teacher in the fifty (50) hours of consultation time to be spent outside of an instructional setting;
 - (d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional observation;
 - (e) Complete a professional growth plan (PGP);
 - (f) Prepare for three (3) official one (1) hour observations by each committee member during the year, including submitting a written lesson plan to the observer in a timely fashion prior to each visit. Each observation shall be one (1) hour in duration or one (1) class period;
 - (g) Develop a portfolio or Pilot Project Teacher Work Sample for presentation and review at committee meetings; and
 - (h) Review all electronic documents completed by the beginning teacher committee and affix an electronic signature where required. If the electronic version of the documents are unavailable through the electronic reporting system, the teacher intern shall review and sign hard copy versions of these documents.
- (4) The teacher educator shall:
- (a)1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or
 2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;
 - (b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation; and
 - (c) Report progress observed and concerns to the committee at the scheduled committee meetings;
- (5) Observations and committee meetings shall be scheduled in accordance with the following:
- (a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;
 - (b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;
 - (c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and
 - (d) The fourth meeting shall be held between 111 and 140 instructional days following the orientation meeting and shall have been preceded by a third set of classroom observations by all committee members.
- (6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (4) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) school years.
- (7) (a) Classroom observations conducted by committee members shall be:
1. Of at least one (1) hour or one (1) class period in duration; and
 2. In the classroom or at the work station of the teacher intern.
- (b) Additional classroom observations may be conducted at the option of the committee.
- (c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.
- (8) All members of the committee shall attend all four (4) meetings of the committee.
- (9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:
- (a) Expectations on the part of the teacher intern and each committee member;
 - (b) Procedures and materials for classroom observations;
 - (c) Use of classroom observation data in designing the teacher intern's professional growth plan;
 - (d) Requirements for the intern portfolio or Pilot Project Teacher Work Sample;
 - (e) General schedule for the events to take place during the internship program; and
 - (f) Work of the resource teacher with the teacher intern.

(10) (a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the portfolio or Pilot Project Teacher Work Sample, and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the new teacher standards.

(11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all new teacher standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. For midyear teacher interns completing the internship in December, the final report shall be submitted by December 15. The final report shall be accompanied by the resource teacher time sheets.

(2) If a teacher intern's performance is judged by the committee to be unsatisfactory, the teacher intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher intern does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(3)(a) If the teacher intern is unable to complete the internship within one (1) school year in accordance with the requirements of Section 5 of this administrative regulation, an interim report shall be submitted to the EPSB within ten (10) days of the date the internship ceases.

(b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern may continue the internship during a subsequent school year if employed in a public or nonpublic accredited school. Extraordinary circumstances shall include:

1. Serious medical conditions;
2. Temporary disability; or
3. Military deployment.

(c) The provisions of Section 4 of this administrative regulation shall not apply in this situation.

Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,400 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis with payment being disbursed at the end of the one (1) year internship. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Participation in the Kentucky Teacher Internship Pilot Project. (1) As an alternative to participation in the one (1) year Kentucky Teacher Internship Program, a teacher intern may elect to participate in the one (1) year Kentucky Teacher Internship Pilot Project authorized by KRS 161.1222.

(2) Application for the pilot project shall be made by completing the KTIP Pilot Project Application Form or its online equivalent found on the Education Professional Standards Board website at www.kyepsb.net and submitting it to the Education Professional Standards Board. As a prerequisite to participation, the applicant shall have:

(a) A bona fide offer of employment;

(b) Approval for pilot project participation by the district superintendent or designated nonpublic school head or leader;

(c) Approval for pilot project participation by the principal or designated nonpublic school head or leader; and

(d) A resource teacher assigned in accordance with the provisions of this administrative regulation and KRS 161.030.

(3) The Education Professional Standards Board shall select participants based upon a representative sample, taking into consideration the following criteria:

(a) Geographic location of the internship;

(b) The teacher training institution from which the applicant graduated;

(c) The grade level to be taught by the applicant;

(d) The content area to be taught by the applicant; and

- (e) The route by which the applicant sought certification, traditional or alternative.
- (4) Incentives for pilot project participants shall include the following:
- (a) Opportunities for the teacher intern to observe experienced teachers;
 - (b) Online training modules for creating the Teacher Work Sample; and
 - (c) The development and use of the Teacher Work Sample in lieu of the traditional internship portfolio.
- (5) An individual serving as a resource teacher to a pilot project participant shall be paid in accordance with the provisions of Section 7 of this administrative regulation.
- (6) For an individual who has completed service as a pilot project mentor between December 1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an additional \$400. The EPSB shall forward the supplemental \$400 to the mentor after the effective date of this administrative regulation.
- (7) For an individual who has completed service as a pilot project mentor between December 1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an additional \$800 if, at the time of appointment as a mentor to a pilot project intern, the teacher had attained certification by National Board for Professional Teaching Standards. The EPSB shall forward the supplemental \$800 to the mentor after August 29, 2005.
- (8) Prior to serving as a member of the beginning teaching committee for the pilot project, the principal, resource teacher, and teacher educator each shall have completed the Kentucky Teacher Internship Program training and the Teacher Work Sample Committee training.
- (9) During the year of the pilot project internship, the teacher intern and the beginning teacher committee shall utilize the Kentucky Internship Program Scoring Rubrics and Forms contained within the Teacher Work Sample Guide, incorporated by reference.
- (10) An intern in the pilot project shall be required to prepare for and complete for the pilot project committee members three (3) official observations with each lasting one (1) hour or one (1) class period in duration. One (1) of the official observations shall be of a videotaped classroom lesson prepared by the intern and lasting one (1) hour or one (1) class period in duration.
- (11) To the extent that they do not conflict with this section, all other provisions of this administrative regulation shall apply to the internship pilot project.
- (12) Participation in the Kentucky Teacher Internship Pilot Project shall not alter any rights ordinarily afforded to teacher interns or employing schools or school districts under the Kentucky Teacher Internship Program.

Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

- 1. One (1) teacher;
- 2. One (1) principal;
- 3. One (1) teacher educator; and
- 4. The Executive Director of the Education Professional Standards Board, or his or her designee.

(b) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of the date written notice of failure of the internship is received by the teacher intern.

(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the beginning teacher committee. Each member may file a written response within fifteen (15) days of receipt.

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

- 1. Evidence of the teacher intern's ability to meet the requirements of the new teacher standards;
- 2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty (50) hours outside normal working hours spent by the resource teacher in assisting the teacher intern;
- 3. Assignment of beginning teacher committee members in accordance with legal requirements;
- 4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and resource teacher time sheets; and
- 5. Agreement between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, and the final decision of the committee.

(4) The appeals committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(5) If the decision of the beginning teacher committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the teacher intern.

(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Internship, unless:

(a) The teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 10. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 11. An intern serving the internship in Interdisciplinary Early Childhood Education (IECE) must successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

Section 12. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," March 2005 edition;

(b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;

(c) "KTIP Pilot Project Application Form", June 2003 edition;

(d) "Kentucky Teacher Internship Program Pilot Project Teacher Work Sample Guide", August 2005 edition";

(e) "KTIP Pilot Project Intern Performance Record, August 2005 edition"; and

(f) IECE Observation Instrument", January 2005 edition.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff. 8-15-01; Recodified from 704 KAR 20:690, 7-2-02; 30 Ky.R. 372; 902; 1198; eff. 12-1-03; 31 Ky.R. 1868; 32 Ky.R. 40; eff. 8-29-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

2006-07 Emergency Non-Certified School Personnel Program

Applicable Statutes and Regulation:

16 KAR 2:030, Section 3

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the local school districts' applications for the Emergency Non-Certified School Personnel Program, 2006-07, as recommended by staff?

Background:

Pursuant to 16 KAR 2:030, Section 3, a school district may submit a written application for participation in the Emergency Non-Certified School Personnel Program any time during the school year. Attached is list of school districts that staff is recommending be approved for continuance in the program for the 2006-07 school year. It should be noted that staff recommends that Menifee County's application be approved for reinstatement into this program for the 2006-07. The district has reapplied after last participating in the program during the 2002-03 school year.

Alternative Actions:

1. Approve staff recommendations
2. Modify and approve staff recommendations
3. Do not approve staff recommendations

Staff Recommendation:

Alternative 1

Rationale:

All districts recommended have (except Menifee County) submitted a year-end summary report as required by 16 KAR 2:030 and have requested continuation in this program for 2006-07.

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

EMERGENCY NON-CERTIFIED SCHOOL PERSONNEL PROGRAM

Staff is recommending the following districts be approved for continued participation in the Emergency Non-Certified School Personnel Program, 2006-2007 (as of 7/18/06)

1. Anderson County
2. Boone County
3. Boyle County
4. Butler County
5. Casey County
6. Christian County
7. Covington Independent
8. Crittenden County
9. Erlanger Elsmere Independent
10. Estill County
11. Gallatin County
12. Garrard County
13. Glasgow Independent
14. Grant County
15. Hancock County
16. Lee County
17. Lincoln County
18. Meade County
19. Morgan County
20. Owsley County
21. Paris Independent
22. Union County
23. Wolfe County
24. Woodford County

16 KAR 2:030. Substitute teachers and emergency school personnel.

RELATES TO: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position issued by the Education Professional Standards Board. KRS 161.100 provides for the issuance of an emergency certificate. This administrative regulation establishes a Certificate for Substitute Teaching, the priority selection process for employing a substitute teacher, and the Emergency Noncertified School Personnel Program.

Section 1. (1) The Certificate for Substitute Teaching shall be issued in accordance with the pertinent Kentucky statutes and administrative regulations of the Education Professional Standards Board to an applicant who:

(a) Holds a valid statement of eligibility for a Kentucky teaching certificate; or

(b) Has previously held a Kentucky certificate for classroom teaching for which the completion of a four (4) year program of teacher preparation and a bachelor's degree were required.

(2) The Certificate for Substitute Teaching shall be issued initially for a duration period of five (5) years and may be reissued or renewed upon recommendation of the employing school district superintendent.

(3) The Certificate for Substitute Teaching shall:

(a) Be valid for substitute teaching; and

(b) Not be valid:

1. For continuous part-time employment for classroom teaching; or

2. As a permanent replacement for a teacher of record for the remainder of the school year.

Section 2. To employ a substitute teacher during the temporary absence of the teacher of record for a position, priority in selection and employment shall be given in accordance with the following order:

(1) A teacher who holds appropriate regular certification corresponding to the grade level of the teaching assignment;

(2) A teacher who holds regular certification for classroom teaching at any grade level;

(3) A teacher who holds the Certificate for Substitute Teaching;

(4) Except as provided in subsection (5) of this section, a person certified on an emergency basis for substitute teaching pursuant to 16 KAR 2:120, who shall be called according to the following descending order relating to the amount of college hours completed:

(a) A Bachelor's degree;

(b) At least ninety-six (96) semester hours of college credit;

(c) From sixty-four (64) to ninety-five (95) semester hours of college credit;

(5) A person certified on an emergency basis for substitute teaching in a health, technical, or industrial occupation with a minimum of four (4) years of occupational experience in the area to be taught and a high school diploma or its equivalent as determined by evidence of a passing score on the General Education Development Test.

Section 3. If a district is unable to employ a substitute teacher using the priority selection process established in Section 2 of this administrative regulation, a district may utilize a person through the Emergency Noncertified School Personnel Program established by the Education Professional Standards Board. A district seeking participation in this program shall apply to and receive approval from the Education Professional Standards Board on an annual basis.

(1) A district shall submit a written letter of application for participation in the Emergency Noncertified School Personnel Program. A district may make application at any time during the school year. The application letter shall be reviewed for approval by the Education Professional Standards Board based upon the following documented components:

(a) The number of teaching days not filled with an appropriately certified teacher or appropriately certified emergency substitute in the preceding school year;

(b) The extent and anticipated usage of emergency school personnel;

(c) A plan to eliminate the need for emergency school personnel in the future;

(d) The steps taken by the district to recruit and retain emergency certified personnel;

(e) The recruitment of persons with a high school diploma or its equivalent as determined by evidence of a passing score on the General Education Development Test, age twenty-five (25) or over, except an individual enrolled in an approved teacher education program who may be less than twenty-five (25) years old;

(f) Recruitment of parents or other paraprofessionals assigned to the school;

(g) A detailed outline of a minimum eighteen (18) clock hour orientation program including emphasis on student safety, district policies, and procedures; and

(h) An outline of the district screening process, including the required criminal record and reference check.

(2) Upon Education Professional Standards Board approval of the plan for the school year, the district shall:

(a) Submit a list, by name, Social Security number, and school, of personnel meeting the requirements established in subsection (1) of this section;

(b) Submit a quarterly report to the Education Professional Standards Board identifying the number of days personnel were utilized under this plan;

(c) Submit a summary evaluation of the program at the end of the school year for which approval was received from the Education Professional Standards Board; and

(d)1. Utilize emergency school personnel in a single school for which the staff member has been approved and assigned by the district; or

2. If the staff member participated in the district's Emergency Noncertified School Personnel Program the previous school year, the district may choose to utilize the staff member in more than one (1) school in the district.

(3) A district that was approved by the Education Professional Standards Board to operate an Emergency Noncertified School Personnel Program the preceding year may file Form TC-EN requesting renewal for continuation of the program. Renewal shall be contingent upon:

(a) Demonstration of the continued need for the program; and

(b) Successful evaluation of the previous year's program pursuant to reporting requirements of this administrative regulation.

Section 4. Incorporation by Reference. (1) Form TC-EN, May 2002, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (SBE 42.815; 1 Ky.R. 504; eff. 3-12-75; Am. 8 Ky.R. 1165; eff. 6-2-82; 11 Ky.R. 637; 980; eff. 12-11-84; 1481; eff. 5-14-85; 19 Ky.R. 1140; 1540; eff. 1-4-93; 24 Ky.R. 1140; 1507; eff. 1-12-98; 26 Ky.R. 896; 1156; eff. 12-16-99; 27 Ky.R. 1077; eff. 12-21-2000; 28 Ky.R. 2246; 2574; eff. 6-14-2002; recodified from 704 KAR 20:210, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request by Ms. Jessica Elam to waive the regulation 16 KAR 6:010 pertaining to Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371).

Applicable Statute and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Learning and Behavior Disorders (LBD): P-12 certification?

Background:

Jessica Elam is seeking LBD: P-12 certification. She has completed and passed the following tests.

Test	Test Date	Results	Required Score
Special Education: Application of Core Principles Across Categories of Disability (0352)	11-15-03	148	KY-146 Pass
Special Education: Teaching Students with Learning Disabilities (0381)	03-04-06	164	NC-139 IN-139 GA-156

Kentucky requires the following Praxis II tests for LBD: P-12 certification:

- 0352 Special Education: Application of Core Principles Across Categories of Disability **OR**
- 0353: Exceptional Education: Content Knowledge

AND either

- 0371 Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances **OR**
- 0542 Mild to Moderate Disabilities

The results of staff's review are provided below.

1. 0371 is a one hour multiple choice (50 multiple choice questions) test for prospective teachers of students with behavioral disorders and/or emotional disturbances, at any grade level from preschool through grade 12.
2. 0381 is a one hour (50 multiple choice questions) test for prospective teachers of students with learning disabilities, at any grade level from preschool through grade 12.
3. Both tests address important aspects of exceptional education such as IDEA, professional organizations, characteristics of students with specific exceptionalities, and delivery of service to students.

Alternative Action:

1. Waive the Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) and accept Special Education: Teaching Students with Learning Disabilities (0381) in lieu thereof.
2. Do not waive the Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) and do not accept Special Education: Teaching Students with Learning Disabilities (0381) in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Teachers with LBD: P-12 certification may be required to teach students within a broad range of exceptionalities, including emotional behavior disabilities, behavior disorders, and specific learning disabilities. Test specifications show that 0381 contains as much content for assessing LBD teacher candidates as the KY required 0371.

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
502.564.4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)
STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

- (b) Chemistry:
 1. From January 24, 2005 through August 31, 2005:
 - a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and
 - (ii) Chemistry: Content Knowledge (0241) - 138; or
 - b. Chemistry: Content Knowledge (0245) - 147; or
 2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;
- (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;
- (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 160;
- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;
- (f) Physics:
 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133
- (g) Earth science:
 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

- (a) Art:
 1. Art Content Knowledge (0133) - 161; and
 2. Art Making (0131) - 154;
- (b) French:
 - French: Content Knowledge (0173) - 159;
- (c) German: German: Content Knowledge (0181) - 157;
- (d) Health: Health Education (0550) - 630;
- (e) Latin: Latin (0600) - 700;
- (f) Integrated music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
 1. Physical Education: Content Knowledge (0091) - 147; and
 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
 - Spanish Content Knowledge (0191) - 160;
- (k) School Media Librarian: Library Media Specialist (0310) - 640; or
- (l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

- (a) Agriculture: Agriculture (0700) - 520;
- (b) Business and Marketing Education - Business Education (0100) - 600;
- (c) Family and Consumer Sciences - Home Economics Education (0120) - 600;
- (d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or

(b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new

teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

(a) The Educational Testing Service;

(b) The Education Professional Standards Board for special administration; or

(c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations.

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request by Ms. Christine Moskwa to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Core Content Knowledge (0014).

Applicable Statute and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Elementary (P-5) certification in lieu of the California Basic Educational Skills Test (CBEST) and the California Subject Examinations for Teachers (CSET) 101, 102, and 103?

Background:

Christine Moskwa is seeking Elementary (P-5) certification. She has completed and passed the following tests.

Test	Test Date	Results
CBEST	06-19-2004	Pass
CSET 101	05-21-2005	Pass
CSET 102	11-05-2005	Pass
CSET 103	07-16-2005	Pass

Kentucky requires the following Praxis II tests for Elementary Education (P-5) certification:

- Principles of Learning & Teaching Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

The results of staff's review of the test specifications are provided below.

The CBEST and CSET 101, 102, and 103 include the same and more content categories as (0014). The CBEST and CSET 101,102, and 103 contain very little pedagogy.

Alternative Action:

1. Waive the Praxis II Elementary Education: Core Content Knowledge (0014) and accept the CBEST and CSET 101, 102, and 103 in lieu thereof, but do not waive Principals of Learning and Teaching (0522) and do not accept CBEST and CSET 101, 102, and 103 in lieu thereof.

2. Do not waive Elementary Education: Content Knowledge (0014) and do not accept the CBEST and CSET 101, 102, and 103 in lieu thereof, and do not waive Principals of Learning and Teaching (0522) and do not accept CBEST and CSET 101, 102, and 103 in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based upon the California test specifications, the CBEST and CSET 101, 102, and 103 include as much or more elementary content as the Praxis II Elementary Education: Content Knowledge (0014).

There is not sufficient evidence that the CBEST and CSET, or a combination of these is adequate for assessing pedagogical knowledge.

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
502.564.4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)
STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

- a. Sign Communication Proficiency Interview (SCPI); or
- b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

- a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

- (ii) Biology: Content Essays (0233) - 141; or
- b. Biology: Content Knowledge (0235)-146; or
- 2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;
- (b) Chemistry:
 - 1. From January 24, 2005 through August 31, 2005:
 - a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and
 - (ii) Chemistry: Content Knowledge (0241) - 138; or
 - b. Chemistry: Content Knowledge (0245) - 147; or
 - 2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;
- (c) English:
 - 1. English Language and Literature: Content Knowledge (0041) - 160; and
 - 2. English Language, Literature and Composition Essays (0042) - 155;
- (d) Social Studies:
 - 1. Social Studies: Content Knowledge (0081) - 151; and
 - 2. Social Studies: Interpretation of Materials (0083) - 160;
- (e) Mathematics:
 - 1. Mathematics: Content Knowledge (0061) - 125; and
 - 2. Mathematics: Proofs, Models, and Problems (0063) - 141;
- (f) Physics:
 - 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
 - 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133
- (g) Earth science:
 - 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 - 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.
- (6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.
 - (a) Art:
 - 1. Art Content Knowledge (0133) - 161; and
 - 2. Art Making (0131) - 154;
 - (b) French:
 - French: Content Knowledge (0173) - 159;
 - (c) German:
 - German: Content Knowledge (0181) - 157;
 - (d) Health:
 - Health Education (0550) - 630;
 - (e) Latin:
 - Latin (0600) - 700;
 - (f) Integrated music:
 - 1. Music: Content Knowledge (0113) - 154; and
 - 2. Music: Concepts and Processes (0111) - 145;
 - (g) Vocal music:
 - 1. Music: Content Knowledge (0113) - 154; and
 - 2. Music: Concepts and Processes (0111) - 145;
 - (h) Instrumental music:
 - 1. Music: Content Knowledge (0113) - 154; and
 - 2. Music: Concepts and Processes (0111) - 145;
 - (i) Physical education:
 - 1. Physical Education: Content Knowledge (0091) - 147; and
 - 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
 - (j) Spanish:
 - Spanish Content Knowledge (0191) - 160;
 - (k) School Media Librarian:
 - Library Media Specialist (0310) - 640; or
 - (l) School Psychologist:
 - NTE Specialty Area Examination - 630.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
 - (a) Agriculture:
 - Agriculture (0700) - 520;
 - (b) Business and Marketing Education -
 - Business Education (0100) - 600;
 - (c) Family and Consumer Sciences -
 - Home Economics Education (0120) - 600;
 - (d) Technology Education -
 - Technology Education (0050) - 600; or
 - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
 - (a) English as a Second Language:
 - English to Speakers of Other Languages (0360) - 620;
 - (b) Speech/Media Communications:
 - Speech Communication (0220) - 580; or
 - (c) Theater:
 - Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
 - (a) English as a Second Language:
 - English to Speakers of Other Languages (0360) - 620; or
 - (b) Learning and Behavior Disorders, grades 8-12:
 - Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

(a) The Educational Testing Service;

(b) The Education Professional Standards Board for special administration; or

(c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations.

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Request by Ms. Kimberly Potters to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning and Teaching Grades 8-12 (0524), Mathematics; Content Knowledge (0061), and Mathematics: Proofs, Models, and Problems Part 1 (0063).

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Mathematics (8-12) certification?

Background:

Kimberly Potters is seeking Mathematics (8-12) certification. She has completed and passed the following tests.

Test	Test Date	Results
New Mexico Assessment of Teacher Basic Skills	07-20-2002	286-Pass
New Mexico Assessment of Teacher Competency-Secondary Level	01-31-2004	272-Pass
New Mexico Content Knowledge Assessment of Mathematics	01-31-2004	267-Pass

Kentucky requires the following Praxis II tests for Mathematics (8-12) certification:

- Principles of Learning & Teaching: Grades 7-12 (0524)
- Mathematics: Content Knowledge (0061)
- Mathematics: Proofs, Models, and Problems, Part 1 (0063)

The results of staff's review are provided below:

1. According to the New Mexico Assessment Overview, the New Mexico Assessment of Teacher Basic Skills is a 100 selected-response question test with 1 constructed-response question. The test is designed to measure fundamental knowledge and skills in three broad areas: reading comprehension, written communication, and mathematics.

2. The New Mexico Assessment of Teacher Competency-Secondary Level contains 75 selected-response, three restricted-response, and one extended-response questions. The test is designed to measure professional/pedagogical knowledge and skills at the secondary level.
3. The New Mexico Content Knowledge Assessment of Mathematics contains 100 selected-response questions for individuals seeking a 7-12 Mathematics teaching license.

Alternative Actions:

1. Waive the Principles of Learning and Teaching Grades 8-12 (0524) and the Mathematics: Content Knowledge (0061), and accept the New Mexico Assessment of Teacher Competency and the New Mexico Content Knowledge Assessment of Mathematics in lieu thereof, but do not waive Mathematics: Proofs, Models and Problems, Part 1 (0063), and do not accept the New Mexico Content Knowledge Assessment of Mathematics in lieu thereof.
2. Do not waive the Principles of Learning and Teaching Grades 8-12 (0524), the Mathematics; Content Knowledge (0061) and the Mathematics: Proofs, Models and Problems, Part 1 (0063) and do not accept the New Mexico Assessment of Teacher Competency and the New Mexico Content Knowledge Assessment of Mathematics in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based on the New Mexico test descriptions, the New Mexico Assessment of Teacher Basic Skills does not correspond to the Praxis II tests, but rather the Praxis I.

Based on the New Mexico Assessment of Teacher Competency-Secondary Level test description and study guides, along with the Educational Testing Service (ETS) test specifications, it appears the pedagogical constructs of the New Mexico Assessment of Teacher Competency-Secondary Level equal those within the Praxis II (0524).

In comparing the New Mexico Teacher Assessments Mathematics Study Guide and Overview of Testing Program document, to the Educational Testing Service (ETS) Test at a Glance documents, it appears the mathematical constructs of the New Mexico Content Knowledge Assessment of Mathematics equal those within the Praxis II Mathematics: Content Knowledge (0061). However, the New Mexico Content Knowledge Assessment of Mathematics does not include the same type of questions as the Mathematics: Proofs, Models and Problems, Part 1 (0063). Therefore, there is not sufficient evidence that a teacher who has successfully completed the New Mexico Mathematics Content Assessment of Mathematics has demonstrated the same skills as one who has completed the Praxis II (0063).

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

- (b) Chemistry:
 1. From January 24, 2005 through August 31, 2005:
 - a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and
 - (ii) Chemistry: Content Knowledge (0241) - 138; or
 - b. Chemistry: Content Knowledge (0245) - 147; or
 2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;
- (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;
- (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 160;

- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;

- (f) Physics:
 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133
- (g) Earth science:
 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

- (a) Art:
 1. Art Content Knowledge (0133) - 161; and
 2. Art Making (0131) - 154;
- (b) French:

French: Content Knowledge (0173) - 159;
- (c) German: German: Content Knowledge (0181) - 157;
- (d) Health: Health Education (0550) - 630;
- (e) Latin: Latin (0600) - 700;
- (f) Integrated music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
 1. Physical Education: Content Knowledge (0091) - 147; and
 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:

Spanish Content Knowledge (0191) - 160;
- (k) School Media Librarian: Library Media Specialist (0310) - 640; or
- (l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

- (a) Agriculture: Agriculture (0700) - 520;
- (b) Business and Marketing Education - Business Education (0100) - 600;
- (c) Family and Consumer Sciences - Home Economics Education (0120) - 600;
- (d) Technology Education - Technology Education (0050) - 600; or
- (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
- (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new

teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

(a) The Educational Testing Service;

(b) The Education Professional Standards Board for special administration; or

(c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations.

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver D

Action Item:

Request by Ms. Courtney Moore to waive the regulation 16 KAR 6:010 pertaining to Praxis II Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371).

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Learning and Behavior Disorders (LBD): P-12?

Background:

Courtney Moore is seeking LBD: P-12 certification. She has completed and passed the following tests.

Test	Test Date	Results	Required Score
Education of Exceptional Students: Learning Disabilities (0382)	4-29-06	165	SC=158
Education of Exceptional Students: Core Content Knowledge (0353)	4-29-06	170	KY=157

Kentucky requires the following Praxis II tests for LBD: P-12 certification:

- 0352 Special Education: Application of Core Principles Across Categories of Disability
OR
- 0353: Exceptional Education: Content Knowledge
AND either
- 0371 Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances **OR**
- 0542 Mild to Moderate Disabilities

The results of staff's review are provided below.

1. 0371 is a one hour multiple choice (50 multiple choice questions) item test designed for prospective teachers of students with behavioral disorders and/or emotional disturbances, at any grade level from preschool through grade 12.
2. 0382 is a one hour (30 multiple choice questions and three constructed response questions) test for prospective teachers of students with learning disabilities, at any grade level from preschool through grade 12.

3. Both tests address important aspects of exceptional education such as IDEA, professional organizations, characteristics of students with specific exceptionalities, and delivery of service to students.

Alternative Actions:

1. Waive the Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) and accept Education of Exceptional Students: Learning Disabilities (0382) in lieu thereof.
2. Do not waive the Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) and do not accept Education of Exceptional Students: Learning Disabilities (0382) in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Teachers with LBD: P-12 certification may be required to teach students within a broad range of exceptionalities, including emotional behavior disabilities, behavior disorders, and specific learning disabilities. Test specifications show that 0382 contains as much content for assessing LBD teacher candidates as the KY required 0371.

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)
STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

- (b) Chemistry:
 1. From January 24, 2005 through August 31, 2005:
 - a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and
 - (ii) Chemistry: Content Knowledge (0241) - 138; or
 - b. Chemistry: Content Knowledge (0245) - 147; or
 2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

- (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;

- (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 160;

- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;

- (f) Physics:
 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

- (g) Earth science:
 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

- (a) Art:
 1. Art Content Knowledge (0133) - 161; and
 2. Art Making (0131) - 154;
- (b) French:
 - French: Content Knowledge (0173) - 159;
- (c) German: German: Content Knowledge (0181) - 157;
- (d) Health: Health Education (0550) - 630;
- (e) Latin: Latin (0600) - 700;
- (f) Integrated music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
 1. Physical Education: Content Knowledge (0091) - 147; and
 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
 - Spanish Content Knowledge (0191) - 160;
- (k) School Media Librarian: Library Media Specialist (0310) - 640; or
- (l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

- (a) Agriculture: Agriculture (0700) - 520;
- (b) Business and Marketing Education - Business Education (0100) - 600;
- (c) Family and Consumer Sciences - Home Economics Education (0120) - 600;
- (d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or

(b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new

teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

(a) The Educational Testing Service;

(b) The Education Professional Standards Board for special administration; or

(c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations.

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver E

Action Item:

Request by Mr. Jackie Arnold to waive regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades 7-12 (0524), Social Studies: Content Knowledge (0081) and Social Studies: Interpretation of Materials (0083).

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Secondary Social Studies 8-12?

Background:

Jackie Arnold is seeking Secondary Social Studies certification. He has completed and passed the following tests.

Test	Test Date	Results
New York Liberal Arts & Sciences Test (LAST)	02-14-2004	Pass
New York Field 05: Social Studies	04-24-2004	Pass
Assessment of Teaching Skills- Secondary (ATS-W)	02-14-2004	Pass

Kentucky requires the following Praxis II tests for Secondary Social Studies certification:

- Principles of Learning & Teaching: Grades 7-12 (0524)
- Social Studies: Content Knowledge (0081)
- Social Studies: Interpretation of Materials (0083)

The results of staff's review are provided below.

1. Based upon the test frameworks, the New York State Assessment of Teaching Skills-Written (ATS_W) Secondary is a criterion referenced test designed to measure whether a prospective teacher has the knowledge and skills necessary to effectively teach in New York State public schools.

2. The New York Teacher Certification Examination Field 05: Social Studies is designed to assess whether a prospective teacher has an understanding fundamental concepts in the areas of history, geography, economics, civics, citizenship, and government.

The New York Liberal Arts and Sciences Test (LAST) is designed to measure whether a prospective teacher has a broad understanding of fundamental concepts of mathematics, science, and technology.

Alternative Actions:

1. Waive the Social Studies: Content Knowledge (0081) and accept the New York Teacher Certification Examination Field 05: Social Studies in lieu thereof, but do not waive the Principles of Learning & Teaching (0524) and the Social Studies: Interpretation of Materials (0083) and do not accept the New York State Assessment of Teaching Skills-Written (ATS_W) Secondary and the New York Liberal Arts and Sciences Test (LAST) in lieu thereof.
2. Do not waive the Social Studies: Content Knowledge (0081), Principles of Learning & Teaching (0524), and the Social Studies: Interpretation of Materials (0083) and do not accept the New York Teacher Certification Examination Field 05: Social Studies, the New York State Assessment of Teaching Skills-Written (ATS_W) Secondary, and the New York Liberal Arts and Sciences Test (LAST) in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based upon the New York State Teacher Certification Examinations Frameworks, content within the New York State ATS-W is identical to that of the Praxis II Principles of Learning & Teaching: Grades 7-12 (0524). However, there is not sufficient evidence that knowledge of the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and other issues surrounding exceptional education are assessed.

The New York Teacher Certification Examination Field 05: Social Studies is a comprehensive test which contains nearly identical content categories as the Praxis II Social Studies: Content Knowledge (0081).

In comparing the York Teacher Certification Examination Field 05: Social Studies Frameworks to the Educational Testing Service (ETS) Test at a Glance documents for the Social Studies: Interpretation of Materials (0083), it appears the New York test does not include the same type of questions as (0083). Therefore, there is not sufficient evidence that a teacher who has successfully completed the New York test has demonstrated the same skills as one who has completed the Praxis II (0083).

The New York Liberal Arts and Sciences Test (LAST) does not correspond to (0524), (0081) or (0083).

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

- (b) Chemistry:
 1. From January 24, 2005 through August 31, 2005:
 - a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and
 - (ii) Chemistry: Content Knowledge (0241) - 138; or
 - b. Chemistry: Content Knowledge (0245) - 147; or
- 2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;
- (c) English:
 1. English Language and Literature: Content Knowledge (0041) - 160; and
 2. English Language, Literature and Composition Essays (0042) - 155;

- (d) Social Studies:
 1. Social Studies: Content Knowledge (0081) - 151; and
 2. Social Studies: Interpretation of Materials (0083) - 160;

- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;
- (f) Physics:
 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
- 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133
- (g) Earth science:
 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

- (a) Art:
 1. Art Content Knowledge (0133) - 161; and
 2. Art Making (0131) - 154;
- (b) French:
 - French: Content Knowledge (0173) - 159;
- (c) German: German: Content Knowledge (0181) - 157;
- (d) Health: Health Education (0550) - 630;
- (e) Latin: Latin (0600) - 700;
- (f) Integrated music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
 1. Music: Content Knowledge (0113) - 154; and
 2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
 1. Physical Education: Content Knowledge (0091) - 147; and
 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
 - Spanish Content Knowledge (0191) - 160;
- (k) School Media Librarian: Library Media Specialist (0310) - 640; or
- (l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

- (a) Agriculture: Agriculture (0700) - 520;
- (b) Business and Marketing Education - Business Education (0100) - 600;
- (c) Family and Consumer Sciences - Home Economics Education (0120) - 600;
- (d) Technology Education - Technology Education (0050) - 600; or
- (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
- (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

(a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

(b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

(c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

(a) The Educational Testing Service;

(b) The Education Professional Standards Board for special administration; or

(c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

(b) An applicant shall seek information regarding the dates and location of the tests and make application for the appropriate examination prior to the deadline established and sufficiently in advance of anticipated employment to permit test results to be received by the Education Professional Standards Board and processed in the normal certification cycle.

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

Section 7. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations.

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver F

Action Item:

Request for Extension to Complete Master's Degree

Applicable Statutes and Regulations:

16 KAR 2:010, Section 3

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

Issue:

Should the Educational Professional Standards Board (EPSB) grant a one-year extension to complete the required master's degree?

Background:

Mr. Michael Williams was initially issued a certificate from 1995-2000 in Industrial Arts, which he renewed through 2005 via appropriate graduate work toward the Masters' degree. In August 2005, Mr. Williams requested and was granted a one-year extension to complete the degree during the 2005-06 school year. Due to health reasons outlined in his letter, Mr. Williams is requesting an additional one-year extension to June 30, 2007. His letter and documentation are attached.

Alternative Actions:

1. Approve the waiver request
2. Deny the waiver request

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Experienced teacher standards" means the standards established in 16 KAR 1:010 that identify what an effective experienced teacher shall know and do.

(8) "New teacher standards" means the standards established in 16 KAR 1:010 that identify what a new teacher shall know and be able to do.

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(10) "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(11) "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area which can be taught under this limited certificate.

(12) "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching certificate shall be issued to an applicant who has successfully completed:

(a)1. At least a bachelor's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

2. As required by Section 4(2)(g)6 and (4)(e) of this administrative regulation, a master's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require completion of a fifth-year program of preparation which is consistent with:

(a) The experienced teacher standards established in 16 KAR 1:010; or

(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation.

(2) The first five (5) year renewal shall require:

(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.

(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.

(b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.

(4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

(a) The new teacher standards established in 16 KAR 1:010;

(b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and

(c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;

(b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (6) is housed with grade (5) in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c)1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1) major to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school teaching fields to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

3. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following specializations:

1. English;

2. Mathematics;

3. Social studies;

4. Biology;

5. Chemistry;

6. Physics; or

7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following specializations:

1. Agriculture;

2. Business and marketing education;

3. Family and consumer science;

4. Industrial education; or

5. Technology education;

(f) All grade levels with one (1) or more of the following specialties:

1. Art;

2. A foreign language;

3. Health;

4. Physical education;

5. Integrated music;

6. Vocal music;

7. Instrumental music; or

8. School media librarian;

(g) Grades primary through twelve (12) for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one (1) or more of the following disabilities:

1. Learning and behavior disorders;

2. Moderate and severe disabilities;

3. Hearing impaired;

4. Hearing impaired with sign proficiency;

5. Visually impaired;

6. Communication disorders, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a master's degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

7. Communication disorders - SLPA only, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a baccalaureate degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 3.

(3) A restricted base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Psychology, grades 8-12;

(b) Sociology, grades eight (8) through twelve (12);

(c) Journalism, grades eight (8) through twelve (12);

(d) Speech/media communications, grades eight (8) through twelve (12);

(e) Theater, primary through grade twelve (12);

- (f) Dance, primary through grade twelve (12);
- (g) Computer information systems, primary through grade twelve (12); or
- (h) English as a second language, primary through grade twelve (12).

(4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

- (a) Computer science, grades eight (8) through twelve (12);
- (b) English as second language, primary through grade twelve (12);
- (c) Gifted education, primary through grade twelve (12);
- (d) Driver education, grades eight (8) through twelve (12);
- (e) Reading and writing which shall require a master's degree in reading, primary through grade twelve (12);
- (f) Instructional computer technology, primary through grade twelve (12);
- (g) Other instructional services - school safety, primary through grade twelve (12);
- (h) Other instructional services - environmental education, primary through grade twelve (12);
- (i) Other instructional services - school nutrition, primary through grade twelve (12). The endorsement for school nutrition shall be obtained by either:

- 1. Completion of the requirements of Section 5(2) of this administrative regulation; or
- 2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the American School Food Service Association (ASFSFA); or

(j) Learning and behavior disorders, grades eight (8) through (12).

1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and

2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades eight (8) through twelve (12).

Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:

- (a) A valid base or restricted base certificate, including a statement of eligibility;
- (b) Successful completion of the applicable assessments; and
- (c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.

(2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:

- (a) A valid base or restricted base certificate, including a statement of eligibility;
- (b) Successful completion of the applicable assessments; and
- (c) Recommendation from an approved preparation program.

(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., the Education Professional Standards Board establishes a time-limited option for professionally certified teachers to add certificate endorsements and/or extensions.

(b) For applications received from the effective date of this administrative regulation through June 30, 2006, a certificate extension or certificate endorsement may be issued if an educator submits a completed application and meets the following requirements:

- 1. A valid Kentucky professional teaching certificate;
- 2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;
- 3. Successful completion of the applicable content assessments; and
- 4. Either:
 - a. A declared major in the area of certification being sought; or
 - b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the HOUSSE Index contained within the application form, TC-HQ. Coursework must be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

(4) If a teacher currently holds a professional certificate in the secondary grades, eight (8) through twelve (12) and applies for a certificate extension or endorsement in the same content area for middle school grades five (5) through nine (9), the teacher shall not be required to complete the content assessment.

Section 6. A candidate pursuing certification via an alternative route to certification shall receive the same certificates delineated in Section 4 of this administrative regulation following completion of the appropriate requirements specific to each alternative route.

Section 7. Application for certification or additional certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and
- (b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m. (21 Ky.R. 212; Am. 949; eff. 10-6-94; 23 Ky.R. 1017; eff. 10-3-96; 24 Ky.R. 404; 892; eff. 10-2-97; 2426; 25 Ky.R. 76; eff. 7-13-98; 26 Ky.R. 442; 749; eff. 10-11-99; 27 Ky.R. 1877; 2442; eff. 3-19-2001; 28 Ky.R. 2073; 2344; eff. 5-16-2002; recodified from 704 KAR 20:670, 7-2-2002; 30 Ky.R. 2315; 31 Ky.R. 20 eff. 8-6-04.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternate Route to Certification Application A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Ms. Bonnie M. Charles, Art, Grades P-12

The application will be sent Under Separate Cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternate Route to Certification Application B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048

16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Mr. John W. Fleming, Chemistry, Grades 8 -12

The application will be sent Under Separate Cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director

Division of Certification

(502) 564-4606

E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternate Route to Certification Application C

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Ms. Natalie E. Hall, Instrumental Music, Grades P-12

The application will be sent Under Separate Cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternate Route to Certification Application D

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Ms. Michele L. Miller, Business, Grades 5-12

The application will be sent Under Separate Cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

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Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternate Route to Certification Application E

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Ms. Teresa O. Young, Business, Grades 5-12

The application will be sent Under Separate Cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

August 21, 2006

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)