

Agenda Book  
**EPSB Meeting Agenda**  
**EPSB Offices, 100 Airport Road, Frankfort, KY 40601**  
**September 25, 2006**

**Monday, September 25, 2006**

**9:00 AM EDT**

**Call to Order**

**Swearing in of new board members**

**Approval of August 4, 2006 minutes (Pages 1-4)**

**Approval of August 21, 2006 minutes (Pages 5-28)**

**Open Speak**

**Report of the Executive Director**

- A. Report from the Kentucky Department of Education (Mr. Steve Schenck)
- B. Report from the Council on Postsecondary Education (Dr. Jim Applegate)

**Report of the Chair**

**Committee Reports**

- A. Nominating Committee (Ms. Kristin Gregory, Chair)
- B. Committee to develop the protocol for evaluation of the Executive Director (Dr. Sam Evans, Chair)

**Information/Discussion Item**

- A. 2005-2006 New Teacher Survey and Kentucky Educator Preparation Program Report Card (Ms. Cindy Owen and Ms. Jaime Rice) (**Pages 29-42**)
- B. Amendment to EPSB Policies and Procedures Manual to include procedures for the EPSB approval of financial agreements (Ms. Alicia Sneed) (**Pages 43-46**)
- C. Adoption of 2006-2008 Goals and Strategies (Dr. Marilyn Troupe and Dr. Phillip Rogers) (**Pages 47-52**)

**Action Items**

- A. 2006 Title II Report and the Quality Performance Index Report (Dr. Troupe, Ms. Owen and Ms. Rice) (**Pages 53-54**)
- B. Asbury College Request Alternative Route to Certification “Umbrella” Status for Middle School Programs (Grades 5-9) (Dr. Troupe) (**Pages 55-62**)

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### Waivers

- A. Berea College – request for waiver of the Cooperating Teacher Eligibility Requirements (Dr. Troupe) **(Pages 63-68)**
- B. Mr. Marc Hardin – Request to waive 16 KAR 3:050 pertaining to teaching experience for administrative certifications (Mr. Michael Carr) **(Pages 69-72)**
- C. Mr. James Gwilliam – Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014), Principles of Learning & Teaching Grades 5-9 (0523) and Middle School English Language Arts (0049Ms. Cindy Ainsworth – Request for waiver of 16 KAR 6:010 (Ms. Owen, Ms. Rice) **(Pages 73-78)**
- D. Ms. Christie Palombi - Request to waive 16 KAR 6:010 pertaining to the Praxis II Elementary Education: Content Knowledge (0014) (Ms. Cindy, Ms. Rice) **(Pages 79-84)**
- E. Ms. Cindy Ainsworth- Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) (Ms. Owen, Ms. Rice) **(Pages 85-90)**
- F. Ms. Maria Altieri – Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0524) and Middle School Social Studies (0089), Social Studies Content Knowledge (0081), and Social Studies: Interpretation of Materials (0083) (Ms. Cindy, Ms. Rice) **(Pages 91-95)**

*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, 3<sup>rd</sup> Floor

October 23, 2006

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*The actions delineated below were taken in open session of the EPSB at the August 4, 2006, special board 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 Special Called Board Business Meeting  
EPSB Offices, 100 Airport Road, 3rd Floor  
Frankfort, Kentucky  
August 4, 2006**

**Members Present:**

Lonnie Anderson  
Jim Applegate (for Tom Layzell)  
Wally Campbell  
Lydia Coffey  
Sam Evans  
Kristin Gregory  
Kent Juett  
Rita Presley  
Steve Schenck (for Gene Wilhoit)  
Zenaida Smith  
Wilson Stone  
Tom Stull  
Lorraine Williams

**Members Absent:**

James Cibulka  
Steven Lin  
Linda Livers

**Call to Order**

Chairman Stull convened the meeting at 9:10a.m. EDT. Mr. Stull informed the Board that he anticipated that the Attorney General's office would represent the EPSB as legal counsel during this meeting. Unfortunately, Mr. Stull was informed at the last minute, however, that counsel from the Attorney General's office would be unable to attend the Special Board meeting. Mr. Stull noted that the EPSB does not have separate counsel during the special meeting outside of the EPSB.

In the absence of counsel from the Attorney General's office, Ms. Sneed stated that she represents the agency and would notify the Board if she felt conflict counsel should represent the EPSB.

*Motion was made by Ms. Lydia Coffey, seconded by Ms. Kristin Gregory to go into closed session as provided in KRS 61.810 (1) (f).*

**Vote:** *Unanimous*

*Motion was made by Mr. Lonnie Anderson, seconded by Dr. Wally Campbell, to go into open session.*

**Vote:** *Unanimous*

## **Information/Action Items**

### **A. A review of transitional activities and responsibilities at the EPSB (Dr. Phillip Rogers)**

Dr. Rogers provided the Board with documents regarding transitional activities of the EPSB. Documents discussed included transitional memos of both Ms. Brenda Allen and Dr. Rogers.

Dr. Rogers stated that the transition has been fairly non-eventful. He informed the Board that he welcomes input regarding the Deputy Executive Director position and would like to receive responses by August 11, 2006. He anticipates hiring a new Deputy Executive Director by October 1, 2006. Mr. Tom Stull stated that he originally believed the Deputy Executive Director duties were going to be permanently filled by the Executive Director.

Dr. Sam Evans asked if it typically takes the amount of time it has taken for regulations to move through the legislative process. Dr. Rogers replied that he was disconcerted to realize that some regulations have not been filed, but Ms. Sneed and Ms. Puckett are working on getting these regulations filed soon. An emergency regulation is being sought for the KTIP regulation. Ms. Sneed informed the Board that measures have been taken to assure the timeliness of regulation filing by ensuring that the regulation paperwork has been completed when brought before the Board in the future. Mr. Lonnie Anderson asked who is responsible for filing the regulations within the agency. Dr. Rogers stated Ms. Brenda Allen was responsible in the past. Ms. Kristin Gregory responded that Dr. Rogers was ultimately responsible for overseeing Ms. Allen. Ms. Lorraine Williams stated that she felt it was the responsibility of the Board to oversee what is in statute and not cross over into operations. Ms. Gregory responded that the Board is ultimately responsible for the agency. Ms. Williams responded that legal counsel could help the Board with these questions.

Dr. Rogers reported that the Board should determine the minimum qualifications for the Deputy Executive Director and welcomed the Board's involvement with the interview process. Ms. Gregory noted that by statute she felt the Board has a responsibility to be involved with the hiring process of the Deputy Executive Director. Dr. Rogers stated that he will send a final job description to the Board for their input on the job description. He plans to post the position in the Lexington Herald Leader, Courier Journal, and State Journal. Dr. Rogers noted that the duties he has assumed will revert to the Deputy Executive Director with the exception of the Security and Facilities duty which will remain with Mr. Scott Smith, EPSB technology manager, who will be supervised by the Deputy Executive Director.

Dr. Rogers informed the Board that there are two levels of approval within the agency for payment requests. After in-house approval, the payment request is then sent to the Finance Cabinet for approval. If a payment is rejected, it goes back to the individual who created it. Dr. Rogers stated that the Executive Director is the Chief Financial Officer but may delegate the authority.

Dr. Rogers reported that he has a meeting with the Education Cabinet regarding the EPSB budget. Currently eMARS is not allowing users to view budget reports. He also intends for

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an Information Item to be brought before the Board to include the EPSB in the approval process of Request For Proposals (RFPs) of EPSB contracts. To Dr. Rogers' knowledge, this has not been done in the past. Ms. Gregory stated that she thinks the Board must give approval for contracts. Dr. Rogers replied that he is unsure why this process was not carried out in the past.

Mr. Stull asked how much training is involved with eMARS and whether more than one individual is trained in this new system. Dr. Rogers stated that there is online training and he learned how to use eMARS through online modules. Ms. Zenaida Smith asked if any board members are familiar with the eMARS system as she felt the Board should be aware and learn from the new system. Mr. Steve Schenck stated that he knows very little about the system except that there have been glitches throughout the government.

Ms. Ashley Abshire reported that eMARS is an Internet-based system; manuals and training are available to anyone. Dr. Evans stated that the EPSB has a busy schedule and the EPSB staff is able to help navigate the EPSB so he felt no desire to learn the complicated eMARS system.

Dr. Evans commented that it would be helpful to have a budget report. Dr. Rogers said he will develop a budget report that shows the finances for each division and the agency overall. Ms. Smith asked where the payment requests go after in-house approval. Dr. Rogers stated that payment requests go to the Finance Department to the best of his knowledge.

Mr. Lonnie Anderson suggested implementing consent agendas for the RFPs.

Dr. Rogers asked the Board to let him know if there are any questions or concerns. He will do his best to find the answer.

Dr. Rogers stated that the Board must approve the Deputy Executive Director qualifications so Dr. Rogers will put the job duties on the August 21 agenda for approval.

Ms. Sneed informed the Board that the Attorney General's office will provide permanent counsel during meetings and be available any time to the EPSB for questions.

*A motion was made by Ms. Lorraine Williams, seconded by Ms. Zenaida Smith, to adjourn at 10:30a.m.*

**Vote:** *Unanimous*

**Next Regular Meeting:  
Monday, August 21, 2006  
100 Airport Road, 3<sup>rd</sup> Floor  
Frankfort, KY 40601**

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The actions delineated below were taken in open session of the EPSB at the August 21, 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 EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky August 21, 2006**

#### **Members Present:**

Lonnie Anderson  
Jim Applegate  
Wally Campbell  
James Cibulka  
Lydia Coffey  
Kristin Gregory  
Kent Juett  
Steve Lin  
Rita Presley  
Steve Schenck (for Gene Wilhoit)  
Zenaida Smith  
Wilson Stone  
Tom Stull

#### **Members Absent:**

Sam Evans  
Linda Livers  
Lorraine Williams

#### **Call to Order**

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

#### **Amendment to Agenda**

*Motion made by Mr. Wilson Stone, seconded by Ms. Kristin Gregory, to amend the August 21, 2006 agenda to add Action Item F. Amendments to KAR 7:020 Kentucky Principal Internship Program, Final Action, Action Item G. KTIP Appeals, and Action Item H. Approval of the Job Description for the Deputy Executive Director.*

**Vote:** *Unanimous*

#### **Approval of June 12, 2006, Minutes**

*Motion made by Ms. Lydia Coffey, seconded by Mr. Kent Juett, to approve the minutes of the June 12, 2006 EPSB meeting.*

**Vote:** *Unanimous*

#### **Open Speak**

There were no requests for open speak.

#### **Report of the Executive Director**

Dr. Rogers announced that Secretary Fox will be retiring on September 1, 2006. Ms. Laura Owens has been named the new Secretary of the Education Cabinet, having formerly served as the Deputy Secretary for the Education Cabinet.

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### KDE Update

Mr. Steve Schenck, sitting in for Commissioner Gene Wilhoit, Kentucky Department of Education (KDE), updated the Board. KDE is responding to CATS test scores. The Commissioner had his evaluation with the Board of Education last month, and the Board gave Commissioner Wilhoit three major goals. These goals are: 1) To address low performance schools 2) To redesign high schools 3) To improve the Accountability system. With the No Child Left Behind scores, there are 43 districts that are in tier 3. This information will outline how KDE, CPE, and EPSB must work together for low performing schools, districts, and children.

### CPE Update

Dr. Jim Applegate updated the Board on the Council for Post-Secondary Education's (CPE) work. CPE is working with the EPSB to implement the criteria and ideas in House Joint Resolution 14 pertaining to the redesign of leadership in the state. Dr. Applegate stated that the CPE is excited about being able to work with the EPSB and all sectors. CPE has implemented a Regional Stewardship program, the first of its kind in the country, and received 4.8 million dollars in funding for regional universities. Regional advisory boards were created and an agenda was developed for addressing the key needs of each region in order to identify the appropriate partnership role for universities. A two-day workshop on Regional Stewardship was held in July. Every region had a priority revolving around K-12 education improvement performance and K-12 education teacher preparation and principal development. Dr. Applegate responded that CPE believes the Regional Stewardship program will be a very valuable program and the first in the nation where the state provided public funding for community and regional engagement.

A Trusteeship Conference will take place on September 17 and 18 in Cincinnati. Representatives of the U.S. Department of Education and the National Center for Public Policy in Education will be attending, as well as legislators. This conference will provide an opportunity for professional development for members of boards in all university regions and for board members to understand issues being addressed at the state level.

CPE has convened a Developmental Education Task Force. Chairman Moberly and Senator Westwood are on this task force consisting of university presidents. The Developmental Education Task Force is responding to a series of studies that indicate many individuals are entering college unprepared and that universities are doing a poor job retaining unprepared students. The task force plans to address how to improve performance in post-secondary education and set a goal to double the number of bachelor's degree holders in Kentucky by 2020 by recruiting more students into college. CPE is looking forward to recommendations from the Task Force in December and may include universities partnering with adult educators and teachers in an effort to reduce the number of under-prepared students coming to college.

CPE administered the Improving Educator Quality Program (a Title II program). The request for proposal (RFP) has been released. Bids for the RFP are due by October 2. This is a federally funded program designed to enhance teacher professional development. It prepares post-secondary institutions in high needs school districts with professional development in math, science, reading, leadership, and foreign language. There will be a conference highlighting current programs on November 13 and 14 in Lexington. A Teacher Quality Summit to be held on October 23 and 24 will focus on responding to the demands of the expanded U.S. Department of Education curriculum.

CPE and KDE have granted \$650,000 to high schools and middle schools across the state with Project Lead the Way monies. Project Lead the Way is a national program that has demonstrated considerable success in high schools and middle schools enabling the schools to increase the quality and rigor of a curriculum that prepares students to go into engineering and stem disciplines.



**New Chair**

Dr. Troupe recognized Dr. Marla Banks as the new Chair at Union College.

**Report of the Chair**

Appointment of Committee for Teacher Standards

Mr. Stull appointed individuals to the Committee for Teacher Standards. Appointments are as follows: Anita Barnes, Sharon Brennan, Rachele Bruno, Teresa Castle, Pam Geisselhardt, Angela Hurley, Cheryl Kolander, Nancy Newberry, Ann Robbins, Richard Roberts, Manish Sharma, Renee Scott-Smith, and Billie Travis.

Appointments to Accreditation Audit Committee (AAC)

Mr. Stull appointed the following individual to the Accreditation Audit Committee: Dr. Zella Wells replaces Mr. Frank Welch. Mr. Stull reappointed Dr. Jack Rose and Ms. Ann Walls.

Appointments to Reading Committee

Mr. Stull appointed the following individuals to the Reading Committee: Dr. Sherry Curtis replaces Ms. Carol Clouse, Dr. H.A. Hasan replaces Tim Crook, Ms. Carol Saive replaces Ms. Jewell Montgomery, Dr. Valeria Amburgey replaces Dr. Linda Olasov, Ms. Ellen Blevins, Dr. Karen Karp, and Dr. Sue Strong. Furthermore, Mr. Stull reappointed Ms. Ramona Griffin, Ms. Kristi Jenkins, and Ms. Deborah Bellamy.

Appointment to the Continuous Assessment Review Committee (CARC)

Mr. Stull appointed Dr. Ann Larson who replaces Dr. Lora Bailey to the Continuous Assessment Review Committee.

**Information/Discussion Item**

Report of the committee to develop a protocol for the evaluation of the Executive Director

Dr. Wally Campbell reported in Chairman Sam Evans' absence that the committee met recently and a recommendation will be submitted soon for the Board's feedback. It is anticipated that a new protocol will be developed in September.

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

Dr. Rogers reported to the Board that statute requires the EPSB to approve contracts prior to the Executive Director's signing them. He believes that such a review will bring the Board to a better understanding of EPSB's work. He will provide a protocol for the next Board meeting which will include a consent agenda. This protocol will go into the EPSB Procedures Manual.

Ms. Kristin Gregory suggested not including a consent agenda in the beginning of this new procedure.

## Action Items

### Adoption of 2006-2008 Goals and Strategies

Dr. Rogers presented to the Board the 2006-2008 Goals and Strategies that were presented to the EPSB at the June retreat. As a result, the EPSB staff has developed strategies for the measures of the goals. Once approved, the EPSB directors plan to place the strategies into tasks to ensure that the staff is being as efficient and effective as possible in addressing the goals.

Ms. Lydia Coffey responded that she felt the past goal, to maintain the efficient and effective operation of the Board, was omitted and should be included.

Ms. Kristin Gregory stated that since the Board has financial resources and financial oversight responsibilities, the EPSB should see a proposed and final budget in order to evaluate the Executive Director which was in place with previous goals of the EPSB. Ms. Gregory asked Dr. Campbell if the new proposed protocol for the Executive Director's evaluation includes evaluating him on these Goals and Strategies. Dr. Campbell explained that the Executive Director will be evaluated on the EPSB goals as well as the responsibilities and duties of the Executive Director. Dr. Cibulka asked Dr. Rogers when the EPSB would have an opportunity to review the progress in the strategies. Dr. Rogers advised that this is typically done in the annual retreat when the goals are brought before the EPSB.

Ms. Coffey stated that she has concerns with Goal 4 which ties student achievement into teacher evaluation since student achievement is not always under a teacher's control. Dr. Applegate responded that he believes this is an accountability goal for the quality in the induction into professional development programs. Ms. Zenaida Smith believes that the Board may wish to view the conditions that teachers are working in before moving forward. Dr. Applegate responded that he believes that Goal 4 is crucial from the CPE perspective and is about focusing on how well preparation programs are doing in preparing teachers to meet the challenges they face when they enter the field. Mr. Stull agreed with Dr. Applegate that it is important to adopt this goal.

Dr. Cibulka asked how the Board will evaluate the implementation of these goals. He felt the EPSB retreat does not provide a forum to evaluate these goals and how the EPSB is progressing with these goals. He suggested restructuring the EPSB retreat or finding another venue to look at these goals. He believes the EPSB needs to focus on performance and outcomes.

#### **2006-062**

*Motion made by Ms. Lydia Coffey, seconded by Ms. Zenaida Smith, not to adopt the 2006-2008 Goals and Strategies as presented. The Board would like to add a goal addressing the need to maintain the efficient and effective operation of the Board. This goal has been a part of the EPSB goals in the past. Dr. Rogers asked for feedback on changes he will submit to the Board electronically to expedite the process.*

**Vote:** *Unanimous*

### Program Approvals for Kentucky Christian University

#### **2006-063**

*Motion made by Ms. Lydia Coffey, seconded by Dr. Wally Campbell, to approve the proposed Educator Preparation Program additions for Kentucky Christian University.*

**Vote:** *Unanimous*

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### 2006-2007 National Board for Professional Teaching Standards (NBPTS) Mentoring Service

Mr. Brown reported that each year the EPSB submits an RFP for mentoring services across the state. He referred to the attached responses received by agencies that wish to provide mentoring services. Mr. Brown stated that there are currently 365 candidates for this year. Mr. Wilson asked if EPSB staff know how many projected candidates will remain in the mentoring program. Mr. Brown responded that with the current number of candidates, the EPSB is \$25,000.00 over budget. Judging from past experiences, however, there are always individuals who drop out of the program. Ms. Gregory asked how the EPSB would respond to a situation if no candidates dropped out the program and the budget is \$25,000.00 short. Mr. Brown responded that the EPSB staff monitors the budget and would then bring the NBPTS contract before the Board to limit the number of candidates. Fortunately, the EPSB staff has never had to do this in the past because there have always been candidates to drop out. Ms. Coffey questioned what the EPSB would do if no candidates drop out. Mr. Brown responded that EPSB staff would bring the NBPTS contract to the Board and have the Board limit the number of candidates. Dr. Rogers further responded that the EPSB has money left in the Incentive Trust Fund for this purpose. There is about \$130,000 in this fund that may be used for this purpose. Mr. Brown stated that there is also the option of reducing the stipends to substitute teachers if no candidates drop out.

#### **2006-064**

*Motion made by Dr. Cibulka, seconded by Mr. Anderson, to approve the proposed contracts for the NBPTS Mentoring Programs.*

**Vote:** *Unanimous*

#### KTIP Appeals

Mr. Brown reported that there were 29 unsuccessful interns this year. Eight of these individuals submitted an appeal. The appeals committee convened on July 17-18 and August 8. Documentation was provided by the intern and local districts to review. The appeals committee has three choices: 1) To uphold the committee's decision of unsuccessful 2) Deem that the committee has made errors and make the intern *successful* 3) If there were specific procedural errors of the committee that make it evident that the intern was unsuccessful but there was not enough evidence based upon the reports that the intern was unsuccessful, the internship can be nullified and the intern can have two more years for induction into the program. Ms. Sneed was the appointed representative from Dr. Rogers who sat on the committee.

Ms. Sneed informed the Board that the KTIP Appeals committee has all of the documentation from the internship, including the recording instruments, portfolio, and/or Teacher Work Sample as well as the appeal from the intern which is usually a letter. The appeal reason was summarized for the Board. Sometimes the reason the intern is appealing is not necessarily the reason the committee would determine the intern as unsuccessful. Some documentation may be provided by the internship committee in response to the intern's appeal.

Elizabeth Goheen: The committee recommended to the Board to overturn the decision of *unsuccessful* because the Teacher Work Sample did provide evidence that the intern met the two standards that had previously been deemed unsuccessful. Mr. Stone asked if response was received from the beginning teacher committee. Ms. Sneed stated that the EPSB procedures do not allow the Beginning Teacher Committees to respond to the appeals committee recommendations. The KTIP Appeals Committee notifies the intern of the Beginning Teacher Committee decision and the intern has 30 days to appeal the Beginning Teachers Committee's decision. Once the KTIP Appeals Committee receives an appeal, the Beginning Teacher Committee is notified that the intern has appealed and supplied a copy of that appeal. The Beginning Teacher Committee then has 15 days to

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provide documentation. If the Board decided to choose to uphold the *unsuccessful* in any cases, the intern has a chance to appeal the decision to a 13B hearing just like in disciplinary cases.

Ms. Sneed stated that the Appeals Committee often finds that the Beginning Teacher Committees are not documenting well or not using the correct forms. In Ms. Goheen's case, the KTIP Appeals Committee recommends the Board have the intern retrained. Ms. Rita Presley asked if there could be a method of checks and balances for the forms completed. Ms. Sneed stated that unfortunately only two staff members are dedicated to KTIP at the EPSB and they are overworked. There has been discussion of implementing audit procedures to determine the cause of the problems. Ms. Sneed has spoken to the trainers of the Beginning Teacher Committee members and informed them of the problems and how to fix the problems. TPA trainers recently came to the EPSB and asked why the KTIP Appeals Committee may overturn a decision of the Beginning Teacher's Committee. Ms. Presley stated that in her experience as a resource teacher, a form packet is received, and she inquired as to whether the Beginning Teacher Committee is using the training packet rather than what is received in the mail. Mr. Brown responded that the EPSB receives the correct forms from the individuals in the mail. Mr. Stone stated that he hopes the KTIP Appeals Committee is not recommending interns to pass because forms are incomplete or are not prepared correctly. Ms. Sneed responded that in this particular instance the intern was able to provide significant evidence in the Teacher Performance Assessment that she did meet the standards. The KTIP Appeals Committee does not recommend to the EPSB to give a teacher a certificate if it is not deserved. This past year there were 3100 successful interns and 30 unsuccessful interns. Ms. Sneed asked the Board to consider the KTIP Appeals Committee recommendation to consider that this particular Beginning Teacher Committee be retrained.

### **2006-065**

*Motion made by Mr. Kent Juett, seconded by Ms. Kristin Gregory, to approve the KITP Appeals Committee decision for Ms. Elizabeth Goheen and to include retraining of the Beginning Teacher Committee.*

**Vote:** *Unanimous*

### **2006-066**

*Mr. Brian McMonigle: Mr. Stull would like to see that the resource teacher receives a statement of her mistakes. A motion was made by Ms. Lydia Coffey, seconded by Ms. Zenaida Smith, to approve the KTIP Appeals recommendation and require retraining of committee members.*

**Vote:** *Unanimous*

### **2006-067**

*Ashley Bratcher: A motion was made by Ms. Lydia Coffey, seconded by Ms. Kristin Gregory, to approve the recommendation of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

### **2006-068**

*Steven Dennis: Motion made by Mr. Lonnie Anderson, seconded by Dr. Jim Cibulka, to approve the decision of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

### **2006-069**

*Megan Bramel: Motion made by Mr. Steve Lin, seconded by Mr. Wilson Stone, was to approve the recommendation of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

**2006-070**

Mr. Richard Goodman: *Motion made by Ms. Coffey, seconded by Mr. Stone to approve the recommendation of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

**2006-071**

Ms. Karen Edwards: *Motion made by Ms. Coffey, seconded by Ms. Presley, to approve the recommendation of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

**2006-072**

InRae Vollmer: *Motion made by Ms. Kristin Gregory, seconded by Dr. Cibulka, to approve the recommendation of the KTIP Appeals Committee.*

**Vote:** *Unanimous*

Chairman Stull introduced Ms. Diane Fleming from the Attorney General's office who is serving as the EPSB's Board counsel.

2006-07 Emergency Non-Certified School Personnel Program

**2006-073**

*Motion made by Mr. Wilson Stone, seconded by Ms. Kristin Gregory, to accept the staff recommendations for reinstatement into this program for 2006-07.*

**Vote:** *Unanimous*

Amendments to KAR 7:020 Kentucky Principal Internship Program, Final Action

This regulation has been brought before the EPSB before; however, a sentence was inadvertently added as a part of the KTIP program and should not be included for KPIP which stated 20 hours of in-class observation time. In addition, some changes were made to the forms which will be incorporated by reference.

**2006-074**

*Motion made by Dr. Wally Campbell, seconded by Mr. Lonnie Anderson to approve the staff recommendations.*

**Vote:** *Unanimous*

Approval of the Job Description for the Deputy Executive Director

Dr. Rogers reported that the Deputy Executive Director job description was sent to the EPSB. His plan is to get this position in the *Courier Journal* and *Lexington Herald Leader* if approved today, and he anticipates hiring an individual by October 16. Dr. Cibulka stated that he believes a bachelor's degree is a very minimal requirement and asked that this individual hold more than a bachelor's degree. Dr. Rogers stated that he would make the change to include that the candidate have a master's degree or equivalent. Ms. Presley asked if it will be difficult to find someone with experience in eMARS. Dr. Rogers responded that since eMARS is fairly new, it would be difficult. Discussion ensued. It was decided to use the language in the job posting that the ideal preferred

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candidate shall have at least 5 years leadership in the proficient use of an electronic budget procurement system.

### **2006-075**

*Motion made by Mr. Steve Lin, seconded by Dr. James Cibulka, to approve the job description of the Deputy Executive Director with noted modifications.*

**Vote:** *Unanimous*

## **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)

### **2006-076**

*Motion made by Dr. Cibulka, seconded by Ms. Kristin Gregory, to 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.*

**Vote:** *Unanimous*

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)

### **2006-077**

*Motion made by Mr. Stone, seconded by Ms. Coffey, to 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.*

**Vote:** *Unanimous*

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)

### **2006-078**

*Motion made by Ms. Coffey, seconded by Ms. Zenaida Smith, to 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.*

**Vote:** *Unanimous*

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

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### **2006-079**

*Motion made by Dr. Wally Campbell, seconded by Ms. Coffey, to waive the Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) and accept Education of Exceptional Students: Learning Disabilities (0382) in lieu thereof.*

**Vote:** *Unanimous*

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)

### **2006-080**

*Motion made by Ms. Rita Presley, seconded by Mr. Stone, to 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.*

**Vote:** *Unanimous*

Mr. Michael Williams – Waiver of 16 KAR 2:010, Request for Extension to Complete Master's Degree

### **2006-081**

*Motion made by Ms. Kristin Gregory, seconded by Mr. Anderson, to approve the waiver request.*

**Vote:** *Unanimous*

### **Alternative Route to Certification Applications**

Mr. John W. Fleming, Chemistry, Grades 8 -12

### **2006-082**

*Motion made by Ms. Gregory, seconded by Dr. Cibulka, to approve the alternative route to certification application.*

**Vote:** *Unanimous*

Ms. Natalie E. Hall, Instrumental Music, Grades P-12

### **2006-083**

*Motion made by Dr. Campbell, seconded by Ms. Smith, to approve the alternative route to certification application.*

**Vote:** *Unanimous*

Ms. Michele L. Miller, Business, Grades 5-12

### **2006-084**

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*Motion made by Ms. Gregory, seconded by Mr. Kent Juett, to approve the alternative route to certification application.*

**Vote:** *Unanimous*

Ms. Teresa O. Young, Business, Grades 5-12

**2006-085**

*Motion made by Dr. Cibulka, seconded by Ms. Coffey, to approve the alternative route to certification application.*

**Vote:** *Unanimous*

Ms. Bonnie M. Charles, Art, Grades P-12

**2006-086**

*Motion made by Ms. Kristin Gregory, seconded by Mr. Steven Lin, to approve the alternative route to certification application.*

**Vote:** *Unanimous*

**DISCIPLINARY MATTERS:  
MINUTES OF CASE REVIEW  
August 21, 2006**

*Motion made by Mr. Lonnie Anderson, seconded by Mr. Kent Juett, 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 Ms. Lydia Coffey, seconded by Dr. Jim Cibulka, to return to open session.

**Vote:** *Unanimous*

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

**Tom Stull, James Cibulka, Steve Lin, Kent Juett, Lonnie Anderson, Lydia Coffey, Wally Campbell, Wilson Stone, Kristin Gregory, and Rita Presley.**

Attorneys present were Alicia A. Sneed, Diane Fleming, and Gary Stephens.



INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
06-05104	Hear
06-0489	Hear
06-05117	Hear
06-05110	Hear
06-05103	Hear
06-05116	Hear
06-0495	Admonish
06-0498	Hear
06-05149	Hear
06-0497	Admonish
06-05156	Hear ( <i>Dr. Campbell, recused</i> )
06-0494	Admonish
06-07192	Admonish ( <i>Mr. Stull, recused</i> )
06-04100	Hear
06-0493	Admonish
06-0499	Admonish
06-0496	Admonish
06-05155	Hear ( <i>Mr. Stull, recused</i> )
06-0372	Hear
06-0357	Hear
06-05118	Hear
06-05105	Hear
06-0353	Hear
06-05112	Hear
06-05102	Hear ( <i>Mr. Juett, recused</i> )
06-0344	Admonish
06-0370	Admonish
06-05120	Dismiss Without Prejudice
06-05119	Hear
06-05107	Hear
06-05108	Defer
06-0367	Hear
06-05115	Hear
06-05136	Hear
06-0475	Admonish
06-05109	Hear
06-05148	Hear
06-0480	Admonish
06-05101	Hear
06-05121	Hear
06-0369	Hear
06-0482	Hear
06-07197	Defer
06-06173	Hear

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06-05111	Hear
06-0488	Hear
06-0490	Hear
06-05113	Dismiss
06-05134	Dismiss
06-05114	Admonish
06-05129	Hear
06-05130	Hear

**Character/Fitness Review**

<u>Case Number</u>	<u>Decision</u>
06-108	Approve
06-109	Approve
06-111	Approve
06-113	Approve
06-114	Approve
06-115	Approve
06-116	Approve
06-117	Approve
06-118	Approve
06-119	Approve
06-120	Approve
06-095	Approve
06-121	Approve
06-122	Approve
06-124	Approve
06-112	Approve
06-125	Approve
06-127	Approve
06-123	Approve
06-102	Approve
06-129	Approve
06-130	Approve
06-131	Approve
06-126	Defer
06-128	Approve
06-136	Approve
06-137	Approve
06-138	Approve
06-139	Approve
06-142	Approve
06-143	Approve
06-144	Approve
06-145	Approve
06-146	Approve
06-147	Approve

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06-148	Approve
06-149	Approve
06-150	Approve
06-151	Approve
06-152	Approve
06-153	Approve
06-154	Approve
06-155	Approve
06-135	Approve
06-157	Approve
06-159	Approve
06-161	Approve
06-132	Approve
06-141	Approve
06-160	Approve
06-140	Approve
06-163	Approve
06-164	Approve
06-165	Approve
06-168	Approve
06-169	Approve
06-133	Approve
06-166	Approve
06-093	Approve
06-134	Approve
06-170	Approve
06-167	Approve
06-171	Approve
06-172	Approve
06-173	Approve

**Agreed Orders**

Case Number

Decision

05-10181 (Kyle Tackett)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous (Dr. Campbell, recused)*

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05-05105 (Margo Lewis) Accept Agreed Order revoking Respondent's certificate for a period of ten (10) years from the date of acceptance of this order. Respondent will neither seek, apply, nor be issued her certificate for a period of ten (10) years from the date of acceptance of this Agreed Order by the Board. Respondent shall surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous*

06-0115 (Joseph Huff) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board notes that Respondent has a history of emotional outbursts and unprofessional behavior. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should not show his or her displeasure about situations by throwing temper tantrums in front of students. Additionally, an educator should never require students to participate in a decision to resign or use resignation as a form of emotional blackmail with students. The Board will not tolerate any further incidents of misconduct from Respondent.

This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in anger management and appropriate classroom management, as approved by the Board, no later than December 31, 2006. Any expense incurred for said training shall be paid by Respondent. Should Respondent fail to satisfy this condition, this Agreed Order shall be deemed null and void and disciplinary action reinstated.

**Vote:** *Unanimous (W. Stone, recused)*

05-08150 (Andrew Jackson) Accept Agreed Order permanently revoking Respondent's emergency certificate. Respondent shall neither seek, reapply, nor be issued a Kentucky Teaching Certificate in his lifetime. Respondent shall surrender the original and all copies of his emergency certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

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**Vote:** *Unanimous*

05-08141 (Cheryl Hall)

Accept Agreed Order admonishing Respondent for lying under oath. As a professional educator, Respondent is a role model both to her students and her community. Respondent must not only uphold the laws of this Commonwealth, but conduct herself with dignity and integrity at all times.

This settlement agreement is expressly conditioned upon Respondent submitting written proof to the Board, on or before January 1, 2007, that she has met the following conditions.

1. Respondent shall successfully complete and be released from her Pretrial Diversion Agreement.
2. Respondent shall complete twelve hours of professional development/training, approved by the Board, in the area of professional ethics. Any cost for said training shall be paid by Respondent.

Should Respondent fail to satisfy either of these conditions, her certificate shall be automatically suspended until the Board is satisfied that such conditions are met.

**Vote:** *Unanimous*

05-08142 (Delmer Hall)

Accept Agreed Order admonishing Respondent for lying under oath. As a professional educator, Respondent is a role model both to his students and his community. Respondent must not only uphold the laws of this Commonwealth, but conduct himself with dignity and integrity at all times.

This settlement agreement is expressly conditioned upon Respondent submitting written proof to the Board, on or before January 1, 2007, that he has met the following conditions.

1. Respondent shall successfully complete and be released from his Pretrial Diversion Agreement.
2. Respondent shall complete twelve hours of professional development/training, approved by the Board, in the area of professional ethics. Any cost for said training shall be paid by Respondent.

Should Respondent fail to satisfy either of these conditions, his certificate shall be automatically suspended until the Board is satisfied that such conditions are met.

**Vote:** *Unanimous*

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05-08139 (Jerri Turner)

Accept Agreed Order admonishing Respondent for lying under oath. As a professional educator, Respondent is a role model both to her students and her community. Respondent must not only uphold the laws of this Commonwealth, but conduct herself with dignity and integrity at all times.

This settlement agreement is expressly conditioned upon Respondent submitting written proof to the Board, on or before January 1, 2007, that she has met the following conditions.

1. Respondent shall successfully complete and be released from her Pretrial Diversion Agreement.
2. Respondent shall complete twelve hours of professional development/training, approved by the Board, in the area of professional ethics. Any cost for said training shall be paid by Respondent.

Should Respondent fail to satisfy either of these conditions, her certificate shall be automatically suspended until the Board is satisfied that such conditions are met.

**Vote:** *Unanimous*

05-08140 (Melissa Turner) Accept Agreed Order admonishing Respondent for lying under oath. As a professional educator, Respondent is a role model both to her students and her community. Respondent must not only uphold the laws of this Commonwealth, but conduct herself with dignity and integrity at all times.

This settlement agreement is expressly conditioned upon Respondent submitting written proof to the Board, on or before January 1, 2007, that she has met the following conditions.

1. Respondent shall successfully complete and be released from her Pretrial Diversion Agreement.
2. Respondent shall complete twelve hours of professional development/training, approved by the Board, in the area of professional ethics. Any cost for said training shall be paid by Respondent.

Should Respondent fail to satisfy either of these conditions, her certificate shall be automatically suspended until the Board is satisfied that such conditions are met.

**Vote:** *Unanimous*

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05-0112 (Alan D. Davis) Accept Agreed Order suspending Respondent's emergency certificate for the 2005-2006 school year. Respondent will not seek employment in the Commonwealth of Kentucky for the 2005-2006 school year. In addition, Respondent will complete twelve (12) hours of professional development in the area of anger management in the state of Wisconsin as approved by the Board. Any expense for said training will be paid by Respondent. Respondent will not accept employment in the Commonwealth of Kentucky until he provides proof to the Board that he has completed the required training.

**Vote:** *Unanimous*

05-09168 (Kimberly Lester) Accept Agreed Order suspending Respondent's certificate for a period of forty-five (45) days beginning September 23, 2005 until November 5, 2005. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

Respondent is further admonished regarding her conduct at the Biker Convention that led to the publication of the inappropriate photographs while attending that function. Her conduct illustrates conduct unbecoming of a teacher and violates the Kentucky Code of Ethics for Kentucky School Certified Personnel. No further misconduct of this nature will be tolerated by the Board.

**Vote:** *Unanimous*

04-0332 (Fredericka Hargis) Accept Agreed Order revoking Respondent's Professional Certificate for Instructional Leadership – School Superintendent. Respondent shall neither apply for, nor be issued a Superintendent certificate in the Commonwealth of Kentucky for a period of five (5) years, retroactive to July 8, 2004.

In addition, Respondent's Professional Certificate for Instructional Leadership – Early Elementary School Principal, Grades K-4; Level II, Professional Certificate for Instructional Leadership - Supervisor of Instruction, Grades K-12; Level II, and her Teaching Certificate, including any and all current or future endorsements or areas of certification, shall be subject to the following

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probationary conditions for a period of three (3) years from the date of acceptance of this Order by the Board.

1. Respondent shall not have any more criminal convictions. She shall submit an official report of her state and federal criminal history to the Board prior to January 1, 2007 and January 1, 2009. Any expense for the criminal history shall be paid by Respondent.
2. Respondent shall submit written evidence of her completion of twelve (12) hours of professional development/training in the area of ethics as approved by the Board by January 1, 2008. Any expense for said training shall be paid by Respondent.
3. Respondent shall submit written evidence of her completion of a minimum six (6) hour professional development/training course in professionalism as approved by the Board by September 1, 2007. Any expense for said training shall be paid by Respondent.
4. Respondent shall submit proof by June 30 of each year of the three (3) year probationary period that she 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) hours of instructional leadership training approved by the Kentucky Board of Education in the areas of interpersonal relationships, Site-Based Decision Making Council laws, responding to supervision, and/or community relations for a total of twenty-seven (27) hours of instructional leadership training per year of the probationary period.
5. In addition to the educational and legal requirements at the time of application, re-issuance of Respondent's School Superintendent certificate at the conclusion of the five (5) year revocation period is expressly conditioned upon Respondent complying with all of the probationary conditions required at the time of re-application.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate, including all areas of certification and endorsements shall be automatically revoked for a period of three (3) years. If Respondent violates these conditions prior to the reinstatement of her Professional Certificate for Instructional Leadership – School Superintendent, that certificate shall remain revoked for the original five (5) year revocation period, in addition



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her Professional Certificate for Instructional Leadership shall remain revoked until the conclusion of the additional three (3) year period of revocation if that period is longer than the original five (5) year period of revocation. If Respondent violates the above numerated conditions after reinstatement of her Professional Certificate for Instructional Leadership – School Superintendent, that certification shall be revoked for an additional three (3) years. At the conclusion of the three (3) year revocation period, her certificate shall not be reinstated until she submits a current state and federal criminal history and provides proof that she has completed the required training in conditions 2, 3, and 4.

Respondent is aware that should she violate KRS 161.120, either during or following this three (3) year probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601. Failure to do so shall result in further disciplinary action by the Board.

**Vote:** *Unanimous*

06-0351 (Daniel Jones)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future.

Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous*

06-0352 (Derek Walcott)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future.

Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

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**Vote:** *Unanimous*

05-08152 (Tamma Gilley) Accept Agreed Order suspending Respondent's certificate for a period of one year beginning July 31, 2006. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

Reinstatement of Respondent's certificate is expressly conditioned on the following:

1. Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent.
2. Respondent shall provide written evidence to the Board that she is fit to return to the classroom and/or no longer meets the requirements for disability retirement benefits. Any expense incurred to obtain this written evidence shall be paid by Respondent.

If Respondent fails to satisfy these conditions, her certificate shall remain suspended until such time as all conditions are met.

**Vote:** *Unanimous*

05-0123 (Brandon Bateman) Accept Agreed Order admonishing Respondent for his failure to exercise prudent judgment in an altercation with a student. As a professional educator, Respondent must, at all times, treat each student with respect and demonstrate care for his or her health, welfare, and safety.

This settlement agreement is expressly conditioned upon Respondent providing, on or before August 1, 2007, written evidence to the Board that he has completed both an anger management assessment and any and all recommended treatment by a provider approved by the Board. Any expense for said assessment and/or treatment shall be paid by Respondent. Should Respondent fail to satisfy this

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condition, his certificate shall be suspended until such time as the condition is met.

**Vote:** *Unanimous*

06-0230 (Greta Howard) Accept Agreed Order admonishing Respondent for providing inappropriate assistance to students during 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 area of ethics training. Respondent will also attend Appropriate Assessment Practices and Inclusion Training as required by the Kentucky Department of Education. Failure to comply with the training requirements by June 30, 2007 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until she completes the training requirements contained in this Agreed Order. All expenses for the training will be born by Respondent.

**Vote:** *Unanimous*

04-0564 (Michelle Janow) Accept Agreed Order suspending Respondent's certificate for a period of three months from the date of the entry of this order by the Board. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous*

05-11211 (Susan Wilson) Accept Agreed Order suspending Respondent's certificate for a period of five (5) days from the date this agreement is accepted by the Board. Upon reinstatement after the five (5) day suspension period, Respondent's certificate and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of one (1) year.

1. By December 31, 2006, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and

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has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by December 31, 2006, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatments. If Respondent has not successfully completed all treatment requirements by the end of the two year probationary period, Respondent agrees that the probationary period shall be extended and she shall submit quarterly written progress reports from the chemical dependency to the Board until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent.

2. By June 30, 2007, Respondent shall provide written evidence to the Board that she has successfully completed a course in anger management, as approved by the Board. Any expense for this course shall be paid by Respondent.
3. By June 30, 2007, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development/training in ethics which includes a component of diversity training, as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension period, her certificate shall remain suspended until such time as all the above conditions are met.

Respondent is aware that should she violate KRS 161.120, either during or following this two year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Furthermore, Respondent is admonished for her behavior at a school related event. As a certified educator, Respondent must strive to uphold the dignity and integrity of her profession. She must be continually aware of her position as a positive role model to both her students and community.

Upon acceptance of this agreement by the Board, Respondent or her attorney shall immediately surrender the original and all copies of her certificate to the

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EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup>  
Floor, Frankfort, Kentucky 40601. Failure to do so  
shall result in further disciplinary action by the Board.

**Vote:** *Unanimous*

**Findings of Fact, Conclusions of Law and Recommended Orders**

*Consideration of the following matter took place with attorneys Alicia A. Sneed and Gary Stephens out of the room.*

**Case Number**

**Decision**

04-08109 (Judd Tabor)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order of Default and issue a Final Order permanently revoking Respondent's certificate.

Vote: Unanimous

*Motion made by Mr. Anderson, seconded by Mr. Stone, to amend the agenda to discuss an RFP for a conflict attorney to be used on an as needed basis.*

**Vote:** *Unanimous*

**2006-087**

*Motion made by Mr. Anderson, seconded by Dr. Cibulka, to accept the proposed RFP for a conflict attorney to be used on an as needed basis.*

**Vote:** *Unanimous*

*Motion made by Dr. Cibulka, seconded by Ms. Coffey, to adjourn the meeting.*

**Vote:** *Unanimous*

**The meeting adjourned at 3:40 PM.**

**Next Meeting:           September 25, 2006  
                                  9:00AM  
                                  EPSB Board Room  
                                  Frankfort, Kentucky**



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Information/Discussion Item A**

**Information Item:**

New Teacher Survey (2005-06 Kentucky Educator Preparation Program Report Card)

**Applicable Statutes and Regulation:**

KRS 161.028

KRS 161.030

16 KAR 5:010

Title II, Section 208 of the Higher Education Act

**Applicable Goal:**

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

**Background:**

In September 2001, the EPSB unveiled a web-based state report card for educator preparation programs that addresses the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements. The Kentucky Educator Preparation Program (KEPP) Report Card is designed to provide the Governor, the General Assembly, schools and colleges/universities, and the public-at-large with a review of all Kentucky educator preparation units (a “unit” is an accreditation term synonymous to the total number of educator preparation programs offered by an institution/agency). In developing the KEPP Report Card, the EPSB has acted according to these underlying principles:

- **The report card supports rather than supplants state/National Council for Accreditation of Teacher Education accreditation.** The Kentucky state report card must be integral to the education unit’s accreditation decision, and not result in circumvention of the current accreditation process.
- **The report card should use several performance measures that, when combined, provide a valid indication of program quality.** The KEPP Report Card should serve as the vehicle by which the EPSB addresses the federal requirement that each state implement a process for determining “low-performing” institutions (i.e., those with substandard teacher education units, and those in danger of being so designated).
- **The report card should facilitate the unit’s continuous assessment.** The KEPP Report Card should be designed to provide useful data for the educator preparation system in total, including the unit’s institution, the unit itself, the EPSB, P-12 schools, and the Kentucky Department of Education.
- **The report card must not place additional reporting responsibility on the institutions.** The KEPP Report Card presents a variety of performance information

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profiling the education unit, including the unit's unique conceptual framework based on the institutional mission, its vision for preparing P-12 teachers, and its priorities. It also includes the following items:

1. General information on the institution and the educator preparation unit
2. Contact information for the person responsible for the educator preparation unit
3. Type(s) of accreditation the unit holds
4. Current state accreditation status of the educator preparation unit
5. Year of last state accreditation visit and year of next scheduled visit
6. Table of the unit's approved certification program(s)
7. Tables relating unit total enrollment disaggregated by ethnicity and gender for the last three years
8. Tables relating unit faculty disaggregated by full-time equivalency, ethnicity, and gender for the last three years
9. Table of the number of program completers (teachers and administrators) for the last three years
10. Table relating pass rates on tests required for the unit's programs
11. Table relating pass rates for Kentucky Teacher Internship Program
12. Table relating pass rates for Kentucky Principal Internship Program (if applicable)
13. Table indicating student teacher and cooperating teacher satisfaction with preparation program
14. Table relating teacher intern and resource teacher satisfaction with preparation program
15. Table relating new teacher (<3 years) and supervisor satisfaction with preparation program
16. Table aggregating quality performance indicators established in this section and the standards established in Section 2 of this administrative regulation
17. Hyperlinks to various supporting documents
18. A Quality Performance Index (QPI) for each educator preparation unit

### **New Teacher Survey**

The 2006 KEPP Report Card includes a survey of student teachers and their cooperating teachers and of intern teachers and their resource teachers. The survey was originally developed with the assistance of the Continuous Assessment Review Committee. The focus of the survey is to ascertain how well new teachers and their supervising teachers believe the new teachers were prepared to teach in Kentucky schools. The 25 basic survey items are based on a four-point scale with 4.00 being the highest.

The survey was conducted by an external survey company, Star, Inc. Student teachers and their cooperating teachers, and intern teachers and their resource teachers were contacted by mail and encouraged to respond to the survey. They could take the survey either by telephone or on the web. Of the 11,864 persons included, 6417 responded, resulting in a 54 percent response rate. Responses vary by school and category of respondent (i.e., intern, student teacher, cooperating teacher, and resource teacher). A variety of static reports are provided on the report card web site disaggregated by program, type of institution (public or



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independent), and respondent category. To receive a complete institutional data set, please send your request to [marcie.puckett@ky.gov](mailto:marcie.puckett@ky.gov).

Attached are the 2005-06 New Teacher Survey Results for Public Institutions and Private Institutions for the board's information purposes only. Also available for board review at the September meeting will be a compilation of the comments submitted by survey respondents. All of this information will also be shared with the institutions for use in program improvement.

**Contact Person:**

Ms. Cindy Owen, Program Manager  
Division of Professional Learning and Assessment  
(502) 564-4606  
Email: [cindy.owen@ky.gov](mailto:cindy.owen@ky.gov)

Ms. Jaime Rice, Program Consultant  
Division of Professional Learning and Assessment  
(502)564-4606  
Email: [jaime.rice@ky.gov](mailto:jaime.rice@ky.gov)

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**Executive Director**

**Date:**

September 25, 2006

## Agenda Book

### 16 KAR 5:010. Standards for accreditation of educator preparation units and approval of programs.

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 1. Definitions. (1) "AACTE" means the American Association of Colleges for Teacher Education.

(2) "Biennial report" means the report prepared by the EPSB summarizing the institutionally-prepared annual reports for a two (2) year period.

(3) "Board of examiners" means the team who reviews an institution on behalf of NCATE or EPSB.

(4) "EPSB" means the Education Professional Standards Board.

(5) "NCATE" means the National Council for Accreditation of Teacher Education.

(6) "NCATE accreditation" means a process for assessing and enhancing academic and educational quality through voluntary peer review.

(7) "State accreditation" means recognition by the EPSB that an institution has a professional education unit that has met accreditation standards as a result of review, including an on-site team review.

Section 2. Accreditation Requirements. (1) An institution offering an educator certification program or a program leading to a rank change:

(a) Shall be accredited by the state; and

(b) May be accredited by NCATE.

(2) State accreditation shall be:

(a) A condition of offering an educator certification program or a program leading to a rank change; and

(b) Based on the national accreditation standards which include the program standards enumerated in KRS 161.028(1)(b), and which are set out in the "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education" established by NCATE. The accreditation standards shall include:

1. Standard 1 - Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

2. Standard 2 - Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

3. Standard 3 - Field Experience and Clinical Practice. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

4. Standard 4 - Diversity. The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

5. Standard 5 - Faculty Qualifications, Performance, and Development. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

6. Standard 6 - Unit Governance and Resources. The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

(3) NCATE accreditation shall not be a condition of offering an educator certification program or a program leading to a rank change.

(4) All educator preparation institutions and programs operating in Kentucky that require licensure by the Council on Postsecondary Education under KRS 164.945-164.947 and 13 KAR 1:020 shall:

(a) Be accredited by the state through the EPSB under this administrative regulation as a condition of offering an educator certification program or a program leading to rank change; and

(b) Comply with the EPSB "Accreditation of Preparation Programs Procedure".

Section 3. Developmental Process for New Educator Preparation Programs. (1) New educator preparation institutions requesting approval from the EPSB to develop educator preparation programs that do not have a historical foundation from which to show the success of candidates or graduates as required under Section 9 of this administrative regulation shall follow the four (4) stage developmental process established in this section to gain temporary authority to admit candidates.

(2) Stage One.

(a) The educator preparation institution shall submit an official letter from the chief executive officer and the governing board of the institution to the EPSB indicating their intent to establish an educator preparation program.

(b) The EPSB staff shall make a technical visit to the institution.

(c) The institution shall submit the following documentation:

1. Program descriptions required by Section 11 of this administrative regulation;

2. Continuous assessment plan required by Section 11 of this administrative regulation; and

3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this administrative regulation.

(d) The EPSB shall provide for a paper review of this documentation by the Reading Committee and the Continuous Assessment Review Committee.

(e) Following review of the documentation, EPSB staff shall make an additional technical visit to the institution.

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- (3) Stage Two.
- (a) A board of examiners team shall make a one (1) day visit to the institution to verify the paper review.
  - (b) The team shall be comprised of:
    - 1. One (1) representative from a public postsecondary institution;
    - 2. One (1) representative from an independent postsecondary institution; and
    - 3. One (1) representative from the Kentucky Education Association.
  - (c) The team shall submit a written report of its findings to the EPSB.
  - (d) The EPSB shall provide a copy of the written report to the institution.
  - (e)1. The institution may submit a written rejoinder to the report within thirty (30) working days of its receipt.
    - 2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the team's report.
  - (f) The Accreditation Audit Committee shall review the materials gathered during Stages One and Two and make one (1) of the following recommendations to the EPSB with regards to temporary authorization:
    - 1. Approval;
    - 2. Approval with conditions; or
    - 3. Denial of approval.
- (4) Stage Three.
- (a) The EPSB shall review the materials and recommendations from the Accreditation Audit Committee and make one (1) of the following determinations with regards to temporary authorization:
    - 1. Approval;
    - 2. Approval with conditions; or
    - 3. Denial of approval.
  - (b) An institution receiving approval or approval with conditions shall:
    - 1. Hold this temporary authorization for two (2) years; and
    - 2. Continue the developmental process and the first accreditation process established in this administrative regulation.
  - (c) An institution denied temporary authorization may reapply.
  - (d) During the two (2) year period of temporary authorization, the institution shall:
    - 1. Admit candidates;
    - 2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
    - 3. Report regularly to the EPSB on the institution's progress.
  - (e) During the two (2) year period of temporary authorization, the EPSB:
    - 1. May schedule additional technical visits; and
    - 2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.
- (5) Stage Four.
- (a) The institution shall host a first accreditation visit within two (2) years of the approval or approval with conditions of temporary authorization.
  - (b) All further accreditation activities shall be governed by the remaining sections of this administrative regulation, which govern the first accreditation of an educator preparation institution.

Section 4. Schedule and Communications. (1) The EPSB shall send an accreditation and program approval schedule to each educator preparation institution no later than August 1 of each year. The first accreditation cycle shall provide for an on-site continuing accreditation visit at a five (5) year interval. The regular accreditation cycle shall provide for an on-site continuing accreditation visit at a seven (7) year interval.

(2) The accreditation and program approval schedule shall be directed to the official designated by the institution as the head of the educator preparation unit with a copy to the president. The head of the educator preparation unit shall disseminate the information to administrative units within the institution, including the appropriate college, school, department, and office.

(3) The EPSB shall annually place a two (2) year schedule of on-site accreditation visits for a Kentucky institution in the agenda materials and minutes of an EPSB business meeting.

(4) The EPSB shall coordinate dates for a joint state and NCATE accreditation on-site visit.

(5) At least six (6) months prior to a scheduled on-site visit, an institution seeking NCATE or state accreditation shall give public notice of the upcoming visit.

(6) The governance unit for educator preparation shall be responsible for the preparation necessary to comply with the requirements for timely submission of materials for accreditation and program approval as established in this administrative regulation.

Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB to provide data about:

- 1. Faculty and students in each approved program;
- 2. Progress made in addressing areas for improvement identified by its last accreditation evaluation; and
- 3. Major program developments in each NCATE standard.

(b)1. An institution seeking accreditation from NCATE and EPSB shall complete the Professional Educator Data System (PEDS) sponsored by AACTE and NCATE and located online at <http://www.aacte.org>. After the PEDS is submitted electronically, the institution shall print a copy of the completed report and mail it to the EPSB at 100 Airport Road, Frankfort, Kentucky 40601.

2. An institution seeking state-only accreditation shall complete the annual report online at <http://www.kyepsb.net/teacherprep/index.asp> and submit it electronically to the division contact through the EPSB Web site.

(2)(a) The EPSB shall review each institution's annual report to monitor the capacity of a unit to continue a program of high quality.

(b) The EPSB may pursue action against the unit based on data received in this report.

(3) The Reading Committee shall submit a biennial report, based on data submitted in the annual reports, to the unit head in preparation for an on-site accreditation visit.

Section 6. Content Program Review Committee. (1)(a) The EPSB shall appoint and train a content program review committee in each of the certificate areas to provide content area expertise to EPSB staff and the Reading Committee.

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(b) Nominations for the content program review committees shall be solicited from the education constituent groups listed in Section 12 of this administrative regulation.

(2)(a) A content program review committee shall review an educator preparation program to establish congruence of the program with standards of nationally-recognized specialty program associations and appropriate state performance standards.

(b) A content program review committee shall examine program content and faculty expertise.

(3) A content program review committee shall submit written comments to EPSB staff and the Reading Committee for use in the program approval process.

(4) A content program review committee shall not make any determination or decision regarding the approval or denial of a program.

Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint and train a Continuous Assessment Review Committee to be comprised of P-12 and postsecondary faculty who have special expertise in the field of assessment.

(2) The Continuous Assessment Review Committee shall conduct a preliminary review of each institution's continuous assessment plan.

(3) The Continuous Assessment Review Committee shall meet in the spring and fall semesters of each year to analyze the continuous assessment plan for those institutions that are within one (1) year of their on-site visit.

(4) The Continuous Assessment Review Committee shall provide technical assistance to requesting institutions in the design, development, and implementation of the continuous assessment plan.

Section 8. Reading Committee. (1) The EPSB shall appoint and train a Reading Committee representative of the constituent groups to the EPSB.

(2) The Reading Committee shall conduct a preliminary review of accreditation materials, annual reports, and program review documents from an educator preparation institution for adequacy, timeliness, and conformity with the corresponding standards.

(3) For first accreditation, the Reading Committee shall:

(a) Review the preconditions documents prepared by the institution; and

(b) Send to the EPSB a preconditions report indicating whether a precondition has been satisfied by documentation. If a precondition has not been met, the institution shall be asked to revise or send additional documentation. A preconditions report stating that the preconditions have been met shall be inserted into the first section of the institutional report.

(4) For continuing accreditation and program approval, the Reading Committee shall:

(a) Determine that a submitted material meets requirements;

(b) Ask that EPSB staff resolve with the institution a discrepancy or omission in the report or program;

(c) Refer an unresolved discrepancy or omission to the on-site accreditation team for resolution; or

(d) Recommend that the evaluation and approval process be terminated as a result of a severe deficiency in the submitted material.

(5) The EPSB shall discuss a recommendation for termination with the originating institution. The institution may submit a written response which shall be presented, with the Reading Committee comments and written accreditation and program, by EPSB staff for recommendation to the full EPSB.

Section 9. Preconditions for First Unit Accreditation. (1) Eighteen (18) months prior to the scheduled on-site visit of the evaluation team, the educator preparation institution shall submit information to the EPSB, and to NCATE if appropriate, documenting the fulfillment of the preconditions for the accreditation of the educator preparation unit, as established in subsection (2) of this section.

(2) As a precondition for experiencing an on-site first evaluation for educator preparation, the institution shall present documentation to show that the following conditions are satisfied:

(a) Precondition Number 1. The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel. Required documentation shall include:

1. A letter from the institution's chief executive officer that designates the unit as having primary authority and responsibility for professional education programs;

2. A chart or narrative that lists all professional education programs offered by the institution, including any nontraditional and alternative programs. The chart or narrative report shall depict:

a. The degree or award levels for each program;

b. The administrative location for each program; and

c. The structure or structures through which the unit implements its oversight of all programs;

3. If the unit's offerings include off-campus programs, a separate chart or narrative as described above, prepared for each location at which off-campus programs are geographically located; and

4. An organizational chart of the institution that depicts the professional education unit and indicates the unit's relationship to other administrative units within the college or university.

(b) Precondition Number 2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation. The institution shall submit a job description for the head of the professional education unit.

(c) Precondition Number 3. Written policies and procedures guide the operations of the unit. Required documentation shall include cover page and table of contents for codified policies, bylaws, procedures, and student handbooks.

(d) Precondition Number 4. The unit has a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Required documentation shall include:

1. The vision and mission of the institution and the unit;

2. The unit's philosophy, purposes, and goals;

3. Knowledge bases including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework;

4. Candidate proficiencies aligned with the expectations in professional, state, and institutional standards; and

5. A description of the system by which the candidate proficiencies described are regularly assessed.

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(e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates. Required documentation shall include a description of the unit's assessment and data collection systems that support unit responses to Standards 1 and 2 established in Section 2(2)(b)1 and 2 of this administrative regulation.

(f) Precondition Number 6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit. Required documentation shall include:

1. A photocopy of published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of professional education programs offered by the institution, including any nontraditional, alternative and off-campus programs; and

2. A brief summary of candidate performance on assessments conducted for admission into programs and exit from them.

This summary shall include:

a. The portion of Title II documentation related to candidate admission and completion that was prepared for the state; and

b. A compilation of results on the unit's own assessments.

(g) Precondition Number 7. The unit's programs are approved by the appropriate state agency or agencies and the unit's summary pass rate meets or exceeds the required state pass rate of eighty (80) percent. Required documentation shall include:

1. The most recent approval letters from the EPSB and CPE, including or appended by a list of approved programs. If any program is not approved, the unit shall provide a statement that it is not currently accepting new applicants into the nonapproved program or programs. For programs that are approved with qualifications or are pending approval, the unit shall describe how it will bring the program or programs into compliance; and

2. Documentation submitted to the state for Title II, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate of eighty (80) percent. If the required state pass rate is not evident on this documentation, it shall be provided on a separate page.

(h) Precondition Number 8. If the institution has chosen to pursue dual accreditation from both the state and NCATE and receive national recognition for a program or programs, the institution shall submit its programs for both state and national review.

(i) Precondition Number 9. The institution is accredited, without probation or an equivalent status, by the appropriate regional institutional accrediting agency recognized by the U.S. Department of Education. Required documentation shall include a copy of the current regional accreditation letter or report that indicates institutional accreditation status.

Section 10. Institutional Report. (1) For a first accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a written narrative describing the unit's conceptual framework and evidence that demonstrates the six (6) standards are met. The written narrative may be supplemented by a chart, graph, diagram, table, or other similar means of presenting information. The institutional report, including appendices, shall not exceed 100 pages in length. The report shall be submitted to the EPSB and to NCATE, if appropriate.

(2) For a continuing accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a report not to exceed 100 pages addressing changes at the institution that have occurred since the last accreditation visit, a description of the unit's conceptual framework, and evidence that demonstrates that the six (6) standards are met. The narrative shall describe how changes relate to an accreditation standard and the results of the continuous assessment process, including program evaluation. The report shall be submitted to the EPSB and to NCATE, if appropriate.

Section 11. Program Review Documents. Eighteen (18) months for first accreditation and twelve (12) months for continuing accreditation in advance of the scheduled on-site evaluation visit, the educator preparation unit shall prepare and submit to the EPSB for each separate program of educator preparation for which the institution is seeking approval a concise description which shall provide the following information:

(1) The unit's conceptual framework for the preparation of school personnel which includes:

(a) The mission of the institution and unit;

(b) The unit's philosophy, purposes, professional commitments, and dispositions;

(c) Knowledge bases, including theories, research, the wisdom of practice, and education policies;

(d) Performance expectations for candidates, aligning the expectations with professional, state, and institutional standards;

and

(e) The system by which candidate performance is regularly assessed;

(2) The unit's continuous assessment plan that provides:

(a) An overview of how the unit will implement continuous assessment to assure support and integration of the unit's conceptual framework;

(b) Each candidate's mastery of content prior to exit from the program, incorporating the assessment of the appropriate performance standards;

(c) Assessment of the program that includes specific procedures used to provide feedback and make recommendations to the program and unit; and

(d) A monitoring plan for candidates from admission to exit;

(3) Program experiences including the relationship among the program's courses and experiences, content standards of the relevant national specialty program associations (e.g., National Council of Teachers of Mathematics, National Council for the Social Studies, The Council for Exceptional Children, North American Association for Environmental Education, etc.), student academic expectations as established in 703 KAR 4:060, and relevant state performance standards established in 16 KAR 1:010 or incorporated by reference into this administrative regulation including:

(a) NCATE Unit Standards;

(b) Kentucky's Safety Educator Standards for Preparation and Certification;

(c) National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards; and

(d) Kentucky's Standards for Guidance Counseling Programs;

(4)(a) Identification of how the program integrates the unit's continuous assessment to assure each candidate's mastery, prior to exit from the program, of content of the academic discipline, and state performance standards as established in 16 KAR 1:010; and

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(b) Identification of how the program utilizes performance assessment to assure that each candidate's professional growth is consistent with the New and Experienced Teacher Standards as established in 16 KAR 1:010;

(5) A list of faculty responsible for and involved with the conduct of the specific program, along with the highest degree of each, responsibilities for the program, and status of employment within the unit and the university; and

(6) A curriculum guide sheet or contract provided to each student before or at the time of admittance to the program.

Section 12. Board of Examiners. (1) A Board of Examiners shall:

(a) Be recruited and appointed by the EPSB. The board shall be comprised of an equal number of representatives from three (3) constituent groups:

1. Teacher educators;
2. P-12 teachers and administrators; and
3. State and local policymaker groups; and

(b) Include at least thirty-six (36) members representing the following constituencies:

1. Kentucky Education Association, at least ten (10) members;
2. Kentucky Association of Colleges of Teacher Education, at least ten (10) members; and
3. At least ten (10) members nominated by as many of the following groups as may wish to submit a nomination:
  - a. Kentucky Association of School Administrators;
  - b. Persons holding positions in occupational education;
  - c. Kentucky Branch National Congress of Parents and Teachers;
  - d. Kentucky School Boards Association;
  - e. Kentucky Association of School Councils;
  - f. Kentucky Board of Education;
  - g. Kentucky affiliation of a national specialty program association;
  - h. Prichard Committee for Academic Excellence;
  - i. Partnership for Kentucky Schools; and
  - j. Subject area specialists in the Kentucky Department of Education.

(2) An appointment shall be for a period of four (4) years. A member may serve an additional term if renominated and reappointed in the manner prescribed for membership. A vacancy shall be filled by the EPSB as it occurs.

(3) A member of the Board of Examiners and a staff member of the EPSB responsible for educator preparation and approval of an educator preparation program shall be trained by NCATE or trained in an NCATE-approved state program.

(4) The EPSB shall select and appoint for each scheduled on-site accreditation a team of examiners giving consideration to the number and type of programs offered by the institution. Team appointments shall be made at the beginning of the academic year for each scheduled evaluation visit. A replacement shall be made as needed.

(5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall arrange for the joint Board of Examiners to be cochaired by an NCATE appointed team member and a state team chair appointed by the EPSB. The joint Board of Examiners shall be composed of a majority of NCATE appointees in the following proportions, respectively: NCATE and state - six (6) and five (5), five (5) and four (4), four (4) and three (3), three (3) and two (2). The size of the Board of Examiners shall depend upon the size of the institution and the number of programs to be evaluated.

(6) For an institution seeking state-only accreditation, the EPSB shall appoint a chair from a pool of trained Board of Examiners members.

(7) For state-only accreditation, the Board of Examiners shall have six (6) members.

(8) The EPSB shall make arrangements for the release time of a Board of Examiner member from his place of employment for an accreditation visit.

Section 13. Assembly of Records and Files for the Evaluation Team. For convenient access, the institution shall assemble, or make available, records and files of written materials which supplement the institutional report and which may serve as further documentation. The records and files shall include:

(1) The faculty handbook;

(2) Agenda, list of participants, and products of a meeting, workshop, or training session related to a curriculum and governance group impacting professional education;

(3) Faculty vitae or resumes;

(4) A random sample of graduates' transcripts;

(5) Conceptual framework documents;

(6) A curriculum program, rejoinder, or specialty group response that was submitted as a part of the program review process;

(7) Course syllabi;

(8) Policies, criteria and student records related to admission and retention;

(9) Samples of students' portfolios and other performance assessments;

(10) Record of performance assessments of candidate progress and summary of results including a program change based on continuous assessment;

(11) Student evaluations, including student teaching and internship performance; and

(12) Data on performance of graduates, including results of state licensing examinations and job placement rates.

Section 14. Previsit to the Institution. No later than one (1) month prior to the scheduled on-site evaluation visit, the EPSB shall conduct a previsit to the institution to make a final review of the arrangements. For an NCATE-accredited institution, the previsit shall be coordinated with NCATE.

Section 15. On-site Accreditation Visit. (1) At least one (1) staff member of the EPSB shall be assigned as support staff and liaison during the accreditation visit.

(2) The EPSB shall reimburse a state team member for travel, lodging, and meals in accordance with 200 KAR 2:006. A team member representing NCATE shall be reimbursed by the educator preparation institution.

(3) The evaluation team shall conduct an on-site evaluation of the self-study materials prepared by the institution and seek out additional information, as needed, to make a determination as to whether the standards were met for the accreditation of

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the institution's educator preparation unit and for the approval of an individual educator preparation program. The evaluation team shall make use of the analyses prepared through the preliminary review process.

(4) An off-campus site which offers a self-standing program shall require a team review. If additional team time is required for visiting an off-campus site, the team chair, the institution, and the EPSB shall negotiate special arrangements.

(5) In a joint team, all Board of Examiners members shall vote on whether the educator preparation institution has met the six (6) NCATE standards. A determination about each standard shall be limited to the following options:

- (a) Met;
- (b) Met, with one (1) or more defined areas for improvement; or
- (c) Not met.

(6)(a) The Board of Examiners shall review each program and cite the areas for improvement for each, if applicable.

(b) The Board of Examiners shall define the areas for improvement in its report.

(7) The processes established in subsections (5) and (6) of this section shall be the same for first and continuing accreditation.

(8) The on-site evaluation process shall end with a brief oral report:

- (a) By the NCATE team chair and state team chair for a joint state/NCATE visit; or
- (b) By the state team chair for a state-only visit.

Section 16. Preparation and Distribution of the Evaluation Report. (1) For a state-only visit, the evaluation report shall be prepared and distributed as follows:

(a) The EPSB staff shall collect the written evaluation pages from each Board of Examiners member before leaving the institution.

(b) The first draft shall be typed and distributed to Board of Examiners members.

(c) A revision shall be consolidated by the Board of Examiners chair who shall send the next draft to the unit head to review for factual accuracy.

(d) The unit head shall submit written notification to the EPSB confirming receipt of the draft.

(e) The unit head shall submit to the EPSB and Board of Examiners chair within ten (10) working days either:

- 1. A written correction to the factual information contained in the report; or
- 2. Written notification that the unit head has reviewed the draft and found no factual errors.

(f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each member of the Board of Examiners.

(g) The final report shall be printed by the EPSB and sent to the institution and to the Board of Examiners members within thirty (30) to sixty (60) working days of the conclusion of the on-site visit.

(2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as follows:

(a) The NCATE chair shall be responsible for the preparation, editing and corrections to the NCATE report.

(b) The state chair shall be responsible for the preparation, editing and corrections of the state report in the same manner established in subsection (1) of this section for a state-only visit.

(c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits shall be prepared in accordance with the Board of Examiners Report Format for State/NCATE Accreditation Visits.

Section 17. Institutional Response to the Evaluation Report. (1)(a) The institution shall acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the report.

(b) If desired, the institution shall submit within thirty (30) working days of receipt of the report a written rejoinder to the report which may be supplemented by materials pertinent to a conclusion found in the evaluation report.

(c) The rejoinder and the Board of Examiners report shall be the primary documents reviewed by the Accreditation Audit Committee and EPSB.

(d) An unmet standard or area of improvement statement cited by the team may be recommended for change or removal by the Accreditation Audit Committee or by the EPSB because of evidence presented in the rejoinder. The Accreditation Audit Committee or the EPSB shall not be bound by the Board of Examiners decision and may reach a conclusion different from the Board of Examiners or NCATE.

(2) If a follow-up report is prescribed through accreditation with conditions, the institution shall follow the instructions that are provided with the follow-up report.

(3) If the institution chooses to appeal a part of the evaluation results, the procedure established in Section 22 of this administrative regulation shall be followed.

(4) The institution shall make an annual report relating to the unit for educator preparation and relating to the programs of preparation as required by Section 5 of this administrative regulation.

Section 18. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

(a) One (1) lay member;

(b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky Education Association;

(c) Two (2) teacher education representatives, one (1) from a state-supported institution and one (1) from an independent educator preparation institution, appointed from nominees provided by the Kentucky Association of Colleges for Teacher Education; and

(d) Two (2) school administrators appointed from nominees provided by the Kentucky Association of School Administrators.

(2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Committee to serve as its chairperson.

(3) An appointment shall be for a period of four (4) years except that three (3) of the initial appointments shall be for a two (2) year term. A member may serve an additional term if renominated and reappointed in the manner established for membership. A vacancy shall be filled as it occurs in a manner consistent with the provisions for initial appointment.

(4) A member of the Accreditation Audit Committee shall be trained by NCATE or in NCATE-approved training.

(5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review the reports and materials constituting an institutional self-study, the report of the evaluation team, and the institutional response to the evaluation report. The committee shall then prepare a recommendation for consideration by the EPSB.

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(a) The committee shall review procedures of the Board of Examiners to determine whether approved accreditation guidelines were followed.

(b) For each institution, the committee shall make a recommendation with respect to the accreditation of the institutional unit for educator preparation as well as for approval of the individual programs of preparation.

(c) For first accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;
2. Provisional accreditation;
3. Denial of accreditation; or
4. Revocation of accreditation.

(d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;
2. Accreditation with conditions;
3. Accreditation with probation; or
4. Revocation of accreditation.

(6) For both first and continuing accreditation, the Accreditation Audit Committee shall review each program report including a report from the Reading Committee, Board of Examiners team, and institutional response and shall make one (1) of three (3) recommendations for each individual preparation program to the EPSB:

- (a) Approval;
- (b) Approval with conditions; or
- (c) Denial of approval.

(7) The Accreditation Audit Committee shall compile accreditation data and information for each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports and recommendations regarding accreditation standards and procedures as needed to improve the accreditation process and the preparation of school personnel.

Section 19. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

- a. Accredit; or
- b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

(d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

- a. Continue accreditation; or
- b. Revoke accreditation.

2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an



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institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

- a. Continue accreditation; or
- b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
2. Misrepresents its accreditation status to the public;
3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
4. Fails to submit annual reports or other documents required for accreditation.

(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

1. A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial or revocation of state accreditation and who applies to the EPSB within the fifteen (15) months immediately following the denial or revocation of state accreditation shall receive the certificate or advancement in rank; and

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

Section 20. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or
2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

- (a) Approval;
- (b) Approval with conditions; or
- (c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

(a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

Section 21. Public Disclosure. (1) After a unit and program approval decision becomes final, the EPSB shall prepare official notice of the action. The disclosure notice shall include the essential information provided in the official letter to the institution, including the decision on accreditation, program approval, standards not met, program areas for improvement, and dates of official action.

(2) The public disclosure shall be entered into the minutes of the board for the meeting in which the official action was taken by the EPSB.

(3) Thirty (30) days after the institution has received official notification of EPSB action, the EPSB shall on request provide a copy of the public disclosure notice to the Kentucky Education Association, the Council on Postsecondary Education, the Association of Independent Kentucky Colleges and Universities or other organizations or individuals.

Section 22. Appeals Process. (1) If an institution seeks appeal of a decision, the institution shall appeal within thirty (30) days of receipt of the EPSB official notification. An institution shall appeal on the grounds that:

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- (a) A prescribed standard was disregarded;
  - (b) A state procedure was not followed; or
  - (c) Evidence of compliance in place at the time of the review and favorable to the institution was not considered.
- (2) An ad hoc appeals board of no fewer than three (3) members shall be appointed by the EPSB chair from members of the Board of Examiners who have not had involvement with the team visit or a conflict of interest regarding the institution. The ad hoc committee shall recommend action on the appeal to the EPSB.
- (3) The consideration of the appeal shall be in accordance with KRS Chapter 13B.

Section 23. Approval of Alternative Route to Certification Programs. (1) Alternative route programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation unit accreditation and program approval processes established in this administrative regulation and in the EPSB policy and procedure entitled "Approval of Alternative Route to Certification Program Offered Under KRS 161.028" as a condition of offering an educator certification program or program leading to a rank change.

(2) The EPSB shall consider a waiver upon request of the institution offering the alternative route program. The request shall be submitted in writing no later than thirty (30) days prior to the next regularly-scheduled EPSB meeting. In granting the waiver, the board shall consider the provisions of this administrative regulation and any information presented that supports a determination of undue restriction.

Section 24. In compliance with the Federal Title II Report Card State Guidelines established in 20 U.S.C. 1027 and 1028, the EPSB shall identify an educator preparation unit as:

(1) "At-risk of low performing" if an educator preparation program has received a:

- (a) State accreditation rating of "provisional";
- (b) State accreditation rating of "accreditation with conditions"; or
- (c) Quality Performance Index of "At Risk of Low Performance" established in Section 25 of this administrative regulation;

or

(2) "Low performing" if an educator preparation program has received a:

- (a) State accreditation rating of "accreditation with probation"; or
- (b) Quality Performance Index of "Low Performance" established in Section 25 of this administrative regulation.

Section 25. The Education Professional Standards Board shall produce a state report card, which shall include:

- (1) General information on the institution and the educator preparation unit;
- (2) Contact information for the person responsible for the educator preparation unit;
- (3) Type or types of accreditation the unit holds;
- (4) Current state accreditation status of the educator preparation unit;
- (5) Year of last state accreditation visit and year of next scheduled visit;
- (6) Table of the unit's approved certification program or programs;
- (7) Tables relating the unit's total enrollment disaggregated by ethnicity and gender for last three (3) years;
- (8) Tables relating the unit's faculty disaggregated by FTE, ethnicity, and gender for last three (3) years;
- (9) Table of the number of program completers (teachers and administrators) for the last three (3) years;
- (10) Table relating pass rates on the required assessments;
- (11) Table relating pass rates for Kentucky Teacher Internship Program;
- (12) Table relating pass rates for Kentucky Principal Internship Program (if applicable);
- (13) Table indicating student teacher satisfaction with preparation program;
- (14) Table relating teacher intern satisfaction with preparation program;
- (15) Table relating new teacher (<3 years) and supervisor satisfaction with preparation program;
- (16) Table aggregating quality performance indicators established in this section and the standards established in Section 2 of this administrative regulation;
- (17) Hyperlinks to various supporting documents; and
- (18) A Quality Performance Index (QPI) for each educator preparation unit. The Quality Performance Index shall comply with the provisions established in this subsection.
  - (a) The Quality Performance Index shall provide an indicator of the overall performance of the educator preparation unit.
  - (b) The Quality Performance Index shall be a calculation of three (3) separate performance measures:
    - 1. Annual summary PRAXIS II pass rate;
    - 2. Overall mean score on the Kentucky Educator Preparation Program new teacher survey; and
    - 3. Three (3) year average pass rate on the Kentucky Teacher Internship Program.
  - (c)
    - 1. Performance points shall be assigned to the outcome of each of the three (3) performance measures and each multiplied by specific performance weights.
    - 2. The sum of the product shall be divided by the sum of the performance weights.
    - 3. The resulting quotient shall produce the Quality Performance Index.
  - (d) The Quality Performance Index shall be divided into four (4) performance categories:
    - 1. A score of 4.00 to 3.50 shall indicate "Excellent Performance";
    - 2. A score of 3.49 to 3.00 shall indicate "Satisfactory Performance";
    - 3. A score of 2.99 to 2.75 shall indicate "At Risk of Low Performance" and shall identify the educator preparation unit as "at-risk of low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation; and
    - 4. A score of less than 2.75 shall indicate "Low Performance" and shall identify the educator preparation unit as "low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation.
  - (e) The performance points and performance weights are established in the "Quality Performance Index Calculation" document incorporated by reference.

Section 26. Approval of On-line Programs. Initial and continuing on-line educator preparation programs shall be regionally or nationally accredited and accredited or approved, as applicable, by the program's state of origin.

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Section 27. Incorporation by Reference. (1) The following material is incorporated by reference:

- (a) "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education", 2002 Edition, National Council for Accreditation of Teacher Education;
  - (b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of Teacher Education;
  - (c) "Education Professional Standards Board Accreditation of Preparation Programs Procedure", August 2002;
  - (d) "Education Professional Standards Board Approval of Alternative Route to Certification Program Offered under KRS 161.028", August 2002;
  - (e) "Education Professional Standards Board Emergency Review of Certification Programs Procedure ", September 2003;
  - (f) "Quality Performance Index Calculation", 2005 edition, Education Professional Standards Board;
  - (g) "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;
  - (h) "National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards", July 2000; and
  - (i) "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards, Education Professional Standards Board, November 2004.
- (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. (23 Ky.R. 4275; Am. 24 Ky.R. 343; eff. 8-4-97; 1952; eff. 5-18-98; 27 Ky.R. 3356; 28 Ky.R. 383; eff. 8-15-2001; Recodified from 704 KAR 20:696, 7-2-02; 29 Ky.R. 2916; 30 Ky.R. 260; eff. 8-13-03; 31 Ky.R. 1854; 32 Ky.R. 29; eff. 8-5-05; 32 Ky.R. 2047; 33 Ky.R. 19; eff. 8-7-06.)



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Information/Discussion Item B**

**Information Item:**

Amendment to EPSB Policies and Procedures manual to include procedures for the approval and execution of financial agreements

**Applicable Statutes and Regulation:**

KRS 161.017

**Applicable Goal:**

Applies to all EPSB Goals

**Background:**

In 1998 the EPSB began creating and compiling policies to fill in the “in-house” procedural blanks of the applicable statutes and administrative regulations and to ensure consistent board action. Amendments to the EPSB Policies and Procedures manual have occurred periodically over the years. In 2001 to coincide with the EPSB’s becoming an independent state agency, the General Assembly enacted KRS 161.017, detailing the responsibilities and powers of the Executive Director and granting that individual the authority to enter into agreements with approval of the board “to enlist assistance to implement the duties and responsibilities of the board.”

The Executive Director enters into a variety of agreements on behalf of the agency, including Memoranda of Understanding, Memoranda of Agreement, and contracts with other state agencies, colleges, universities, and individuals. Many of these agreements are simply cooperative arrangements in which the parties agree to share data or resources to accomplish a mutual goal; however, the Executive Director is also called upon to enter into financial agreements and contracts which bind the agency financially.

A recent review of the board’s current procedures to ensure the agency’s compliance with all applicable state statutes and regulations revealed no written policy or board action on board oversight of agency agreements. Due to the legal significance of financial agreements, a written policy needs to be in place to ensure that the Executive Director has the approval of the board to enter into these agreements. At the same time, many of these agreements will include selection of contract employees or specific services which the agency’s staff is in the best position to determine.

The attached draft policy, therefore, was developed to require a division director or the deputy executive director to request board approval before initiating the process to enter into a financial agreement with an outside party. Under this policy, EPSB staff must present to the board the reason for the agreement, the approximate cost of the agreement, and other vital information regarding the agreement at a regularly scheduled board meeting.

All financial agreements are controlled by KRS Chapter 45A and the supporting regulations promulgated by the Finance Cabinet. Most financial agreements must be competitively bid.

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All financial agreements entered into by the Executive Director, including those that are not competitively bid, must first be approved by the Finance Cabinet and then reviewed by a subcommittee of the state legislature. This process may take several weeks and even months before it is completed. Once the process is complete, the draft policy requires the Executive Director to advise the board that the agreement has been executed. If, at that time, the board wishes to withdraw approval for the agreement, all state contracts have a thirty (30) day termination clause, and notice can be made to the other party that the agency is terminating the contract at that time.

This policy also includes procedures for exigent circumstances, enabling the Executive Director to enter into financial contracts—upon consultation with the board chair and vice-chair—without the prior approval of the board. Since the board only meets eight (8) times a year and there are incidents when the agency must enter into financial agreements in order for business to continue, it is prudent to plan for such situations. An exigent circumstance may occur if the agency needs to procure an expert witness for a disciplinary case or if a contract needs to be immediately modified because of an increase in participants, such as with KTIP training. The draft procedure requires that these agreements be presented to the board for approval at the next regularly scheduled meeting along with an explanation as to what the exigent circumstances were that required action without prior board approval. In these circumstances, the board may deny approval of the agreement, causing the procurement process to cease or the contract termination process to be initiated.

This policy has been drafted specifically for financial agreements or the traditional “contract” that requires the agency to expend funds. The Board also needs to discuss and advise staff on what procedures the Board would prefer for approvals of non-financial agreements, as well. Unlike financial agreements, non-financial agreements will not impact the budget and are usually between governmental agencies, educational cooperatives, or individuals like researchers. For instance, the EPSB often enters into Memoranda of Understanding (MOU) with graduate students who are performing research for their degree. In these instances, the EPSB is providing the researcher data and in exchange is requiring the researcher to keep the data confidential and to supply any findings or theories back to the EPSB for review. The EPSB also enters into agreements with other state agencies to share confidential information, for instance, the agency has entered into a Memorandum of Agreement with the Cabinet for Health and Family Services to allow the Division of Legal Services access to confidential investigative reports. In consideration, Legal Services is not allowed to release that information to outside parties. Since these agreements do not impact the budget or usually require any supplementary Board action, staff needs guidance on whether the Board would wish to pre-approve these agreements or have a separate policy for these agreements requiring them to be presented after execution for final approval by the Board.

**Contact Person:**

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**Executive Director**

**Date:**

September 25, 2006

Agenda Book  
**Education Professional Standard Board**

**APPROVAL OF FINANCIAL AGREEMENTS**

*Draft submitted for approval September 25, 2006*

Pursuant to KRS 161.017 (3), the Executive Director of the Education Professional Standards Board (“Board”), has the authority with approval of the Board to enter into agreements with outside parties to aid in accomplishing the duties and responsibilities of the Board. In order to facilitate the work of the Board, it is necessary for the Executive Director to enter into a variety of agreements with outside entities some of which require monetary compensation. Staff shall seek prior approval from the Board before the Executive Director enters into any financial agreements. The following procedures shall be followed with regard to financial agreements:

1. At a regularly scheduled Board meeting, the Director of the Division in which the work or service shall be performed or the Deputy Executive Director shall submit to the Board a request to enter into a financial agreement with an outside entity/entities. The request shall detail the following:

- i. The purpose of the agreement including the agency goal/goals the agreement will facilitate;
- ii. The necessity to contract with an outside entity to perform the work or service;
- iii. The approximate cost of the agreement to the agency;
- iv. The impact the cost of the agreement will have on the agency’s current budget allocation, if any;
- v. What type of entity or entities will provide the work or service;
- vi. Whether this work or service must be competitively bid and if so, the selection process for the provider; and
- vii. Whether the work or service is a singular or a continuing need.

2. Upon receiving approval of the Board, the Division Director or the Deputy Executive Director shall initiate the appropriate legal procedures under KRS Chapter 45A, the Kentucky Model Procurement Code, and KAR Title 200 to initiate the financial agreement/agreements. Upon completion of necessary legal requirements and state review process, the Executive Director shall execute the financial agreement/agreements and advise the Board at the next regularly scheduled meeting of the finalization of the agreement/agreements.

3. In exigent circumstances when the agency needs require that a financial agreement or agreements be initiated immediately, the Executive Director may after consultation with the Board Chairperson enter into a financial agreement prior to Board approval; however, at the next regularly scheduled Board meeting, the Board shall be advised of the exigent circumstances which required the immediate action in addition to the information required for pre-approval of a financial agreement.



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Information/Discussion Item C**

**Information 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.

At the August 2006 EPSB meeting the board asked for a sixth goal to address effective and efficient management of the agency.

If no additional changes are recommended, an action item will be presented to the board at the October 2006 regular EPSB meeting for adoption of the 2006-2008 EPSB Goals and Strategies.

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**Contact Person:**

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**Executive Director**

**Date:**

September 25, 2006

Agenda Book  
**EPSB Goals and Strategic Plans**  
**2006-2008**

Revised 7/30/06

**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.*

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- 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.*

**Goal 6:**

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

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

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

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

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

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



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE  
Action Item A**

**Action Item:**

2004-05 Title II Report and the 2005-2006 Quality Performance Index Report

**Applicable Statutes and Regulation:**

Title II of the 1998 Higher Education Act  
KRS 161.028, 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.

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

**Issue:**

Issue 1: Should the Education Professional Standards Board (EPSB) approve the 2004-05 Title II Report for submission to the United States Department of Education (USDOE)?

Issue 2: Should the EPSB approve the 2005-06 Quality Performance Index (QPI) of Kentucky's approved teacher preparation programs?

**Background:**

**Issue 1: 2004-05 Title II Report**

Title II of the Higher Education Act supports efforts to improve the recruitment, preparation, and induction of new teachers, and includes reporting requirements for institutions and states regarding teacher preparation and certification. Section 207 of the Act requires the annual preparation and submission of three reports on teacher preparation and certification: one from institutions to the states, one from the states to the U.S. Secretary of Education, and one from the Secretary to the U.S. Congress and the public.

Kentucky's teacher preparation institutions submitted the 2004-05 annual report (Title II reporting is always one year behind the current year) to the EPSB, and EPSB staff will submit the 2004-05 state report to the U.S. Secretary of Education in October. Attached is Table 1: Summary of the 2004-05 Praxis Pass Rates and Five-Year Comparison as submitted for all Kentucky institutions, public and independent (programs with fewer than ten completers cannot be publicly identified). The complete Title II Report will be available for review at the September board meeting.

**Issue 2: Quality Performance Index (QPI)**

The QPI provides an indicator of a specific Kentucky educator preparation program's overall performance through a calculation that includes three separate performance measures: (1) annual summary Praxis II pass rate, (2) the overall mean score on the Kentucky Educator Preparation Program New Teacher Survey; and (3) the Kentucky Teacher Internship Program pass rate (three-year average).

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In March 2003, the EPSB approved an amendment to 16 KAR 5:010 to include the QPI in the approval of teacher preparation programs. The Quality Performance Index is divided into four performance categories:

- 4.00 – 3.50: Excellent Performance
- 3.49 – 3.00: Satisfactory Performance
- 2.99 - 2.75 At Risk of Low Performance
- < 2.75: Low Performance

Table II: Kentucky's Teacher Preparation Programs' QPI Report 2005-2006 is provided for board review.

### **Alternative Actions:**

#### **Issue 1: 2003-04 Title II Report**

1. Approve the 2004-05 Title II Report for submission to the USDOE
2. Do not approve the 2004-05 Title II Report for submission to the USDOE

#### **Issue 2: QPI**

1. Approve the 2005-06 QPI Report
2. Do not approve the 2005-06 QPI Report

### **Staff Recommendation:**

Issue 1: Alternative 1  
Issue 2: Alternative 1

### **Rationale:**

The 2004-05 Title II Report was compiled in accordance with federal requirements, and all information contained therein was verified by the institutions and by EPSB staff. The report must be submitted by October 10, 2006.

The 2005-06 QPI Report was compiled in accordance with 16 KAR 5:010 and reflects an accurate accounting of the three outcomes included in the calculation.

### **Contact Person:**

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Division of Professional Learning and Assessment  
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**Executive Director**

### **Date:**

September 25, 2006



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE  
Action Item B**

**Action Item:**

Asbury College Request Alternative Route to Certification “Umbrella” Status for Middle School Programs (Grades 5-9)

**Applicable Statutes and Regulation:**

KRS 161.028, 161.048  
16 KAR 5:010

**Applicable Goal:**

Goal 1: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

**Issue:**

Should the EPSB approve Asbury College’s request that Middle School Programs (Grades 5-9) receive “umbrella” designation for the alternative route to certification programs that are university-based under Option 6?

**Background:**

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The *Approval of Alternative Route to Certification Programs Offered Under KRS 161.028: Policy and Procedure* was approved by the EPSB in September 2000. Alternative routes to certification, established by the General Assembly in KRS 161.048, are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

Asbury College requests that Middle School Programs receive “umbrella” designation for the alternative route to certification programs that are university-based under Option 6. Asbury is approved to offer Middle School certification for Social Studies, Mathematics, Science, and English/Communications. In collaboration with school districts and in an effort to serve the shortage areas experienced in middle schools, the college is pursuing this change in status.

The college has approval to offer the Master of Arts in Teaching with a focus on Learning and Behavior Disorders. Additionally, the “umbrella” designation has already been approved for all Secondary Education Programs (grades 8-12) and Foreign Language (grades P-12), including English as a Second Language. Those proposals were approved June 2002, 2004, and 2006.

Asbury is both NCATE and state accredited with no areas for improvement cited during the last accreditation visit. The college also has a quality performance index of Excellent Performance and a score of 3.68. Adding “umbrella” to Asbury’s Middle School Program

## Agenda Book

would enable the college to begin addressing district concerns without further delay. The programs offered for certification under the “umbrella” designation have been previously approved and are in good standing with the EPSB. Additional documents are included with this staff note.

### **Alternative Actions:**

1. Approve Asbury’s request to add “umbrella” to university-based alternative route to certification programs for Middle School
2. Modify and approve Asbury’s request to add “umbrella” to university-based alternative route to certification programs for Middle School
3. Do not approve Asbury’s request to add “umbrella” to university-based alternative route to certification programs for Middle School

### **Staff Recommendation:**

Alternative 1

### **Rationale:**

Asbury College has approval for the university-based alternative route to certification under Option 6 for the Master of Arts in Teaching and Learning and Behavior Disorders, Secondary Education (Grades 8-12) and Foreign Language (Grades P-12) that includes English as a Second Language. The university has NCATE and state accreditation, and all programs are approved.

### **Contact Person:**

Dr. Marilyn K. Troupe, Director  
Division of Educator Preparation  
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Email: marilyn.troupe@ky.gov

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**Executive Director**

### **Date:**

September 25, 2006

**161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.**

(1) The General Assembly hereby finds that:

- (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers.

(b) There are hereby established alternative certification program options as described in subsections (2) through (8) of this section.

(c) It is the intent of the General Assembly that the Educational Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky.

(d) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

- (a) The application contains documentation of all education and work experience;

## Agenda Book

(b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

1. a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; or

b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and

2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and

(d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

(3) Option 2: Certification through a local district training program. A local district or group of districts may seek approval for a training program. The state-approved local district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local district alternative training program, the candidate shall:

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade point average of two (2) on a four (4) point scale if the candidate has exceptional life experience

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related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

(b) Pass written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the Education Professional Standards Board. To be eligible to take a subject field test, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board.

(c) Have been offered employment in a school district which has a training program approved by the Education Professional Standards Board.

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

(e) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs.

(4) Option 3: Certification of a professional from a postsecondary institution: A candidate who possesses the following qualifications may receive alternative certification for teaching at any level:

(a) A master's degree or doctoral degree in the academic content area for which certification is sought;

(b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and

(c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an

## Agenda Book

adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

(6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, to a veteran for teaching at the elementary, secondary, and secondary vocational education levels with the following qualifications:

(a) Discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release;

(b) At least a bachelor's degree in the content area or closely related area for which certification is sought, issued by a regionally or nationally accredited institution of higher education;

(c) A grade point average of two and five-tenths (2.5) on a four (4) point scale for a bachelor's degree or an advanced degree; and

(d) A passing score on the written exit assessment examination designated by the Education Professional Standards Board for content knowledge. Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. Upon successful completion of the internship program, the veteran shall receive a regular professional certificate.

(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The temporary

## Agenda Book

provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.





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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver A**

**Action Item:**

Waiver of the Cooperating Teacher Eligibility Requirements

**Applicable Statutes and Regulation:**

16 KAR 5:040, Section 2 (b)

**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 grant a waiver of the cooperating teacher eligibility requirements?

**Background:**

Dr. Kathryn Akural, Chair, Department of Education, Berea College, is requesting a waiver of 16 KAR 5:040, Section 2 (b), which requires that cooperating teachers have a Rank II certification. This request is for Fall 2006.

This request is made in order to arrange placement of a student teacher so that she can fulfill the intermediate level requirement of her Elementary Education program at Berea College. The student teacher had been previously placed under a fully qualified cooperating teacher at the intermediate level. However, that teacher has changed positions and is longer able to have student teachers. Currently, Ms. Emily Jones Mainier, a fifth grade teacher at Crab Orchard Elementary in the Lincoln County Schools, is identified by school and college administrators as an excellent teacher in this teaching area. Additionally, Ms. Mainier has completed all but two courses toward her Rank II. She meets all other requirements except for not having attained the Rank II certification.

A copy of Dr. Akural's letter, supporting documentation, and the pertinent part of the regulation are attached.

**Alternative Actions:**

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

**Contact Person:**

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Division of Educator Preparation  
(502) 564-4606  
Email: marilyn.troupe@ky.gov

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**Executive Director**

**Date:**

September 25, 2006

## Agenda Book

### 16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with a teacher education institution to supervise a student teacher for the purposes of fulfilling the student teaching requirement of the approved teacher preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) or (3) of this section, the cooperating teacher shall have:

(a) A valid Kentucky teaching certificate for each grade and subject taught;

**(b) Attained Rank II certification;**

(c) At least four (4) years of teaching experience; and

(d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

(2) If a cooperating teacher has not attained Rank II certification, this requirement shall be waived if the teacher:

(a) Has at least twenty (20) years of teaching experience; and

(b) Has worked as a cooperating teacher during the past five (5) years.

(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board under KAR Title 16 shall not be eligible for serving as a cooperating teacher.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each teacher education institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Coordinator. (1) The college coordinator shall make a periodic observation of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation report shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observation and a critique of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college coordinator shall be available to work with the student teacher and personnel in the cooperating school on a problem that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the teacher education institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the institution of higher education or the cooperating elementary or secondary school.

(2) Each teacher education institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, within the grade levels corresponding to the student teacher's certification program.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.

(2)(a) The teacher education institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before March 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;

2. The cooperating teacher's full name and certificate number;

3. The student teacher's full name, Social Security number, and demographic data;

4. The student teacher's preparation and certification area by assigned certification code;

5. The student teacher's anticipated graduation date; and

6. The name and assigned code of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled.

(c) If a teacher education institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

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(3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.

(b) The voucher shall be signed by the cooperating teacher, building principal, and the college coordinator as verification of the cooperating teacher's service to the student teacher.

(c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:

1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before May 15 for a cooperating teacher supervising a student teacher during the spring semester.

(d) If a cooperating teacher fails to provide the completed voucher by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)(a) The maximum amount of the per semester payment to a cooperating teacher shall be determined based upon the total number of student teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of semesters the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(c) A cooperating teacher who supervises a student teacher for only a portion of the semester shall have the payment prorated accordingly.

(d) The per-semester payment to a cooperating teacher shall not exceed the maximum amount established in paragraph (a) of this subsection.

(5) Payments to cooperating teachers shall be disbursed to the school districts or nonpublic schools by the Education Professional Standards Board:

(a) On an annual basis; and

(b) On or before June 15.

(6) Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose. Payment of state funds under this administrative regulation shall:

(a) Be a supplement to the compensation provided by a teacher education institution to a cooperating teacher who is supervising an institution's student teacher; and

(b) Not supplant the teacher education institutions' compensation responsibility.

Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, 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. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; recodified from 704 KAR 20:706, 7-2-2002.)

Agenda Book



CRAB ORCHARD ELEMENTARY SCHOOL

P.O. Box 430

137 Lancaster St.

Crab Orchard, KY 40419

606-355-2331

Dreama D. Tomlison, Principal

August 23, 2006

Dr. Marilyn Troupe, Director  
Division of Educator Preparation  
100 Airport Road, 3<sup>rd</sup> Floor  
Frankfort, KY 40601

Dear Dr. Troupe,

I am writing to request permission for Emily Jones Manier to supervise a student teacher from Berea College. Mrs. Manier is an intermediate teacher here at Crab Orchard Elementary with 6 years of experience. She is a very talented and creative teacher. Her teaching abilities are strong and her classroom would be an excellent placement for a student teacher.

I would greatly appreciate the Education Professional Standards Board's approval of this request.

Sincerely,

Dreama Tomlison

Agenda Book

August 23, 2006

Dr. Marilyn Troupe, Director  
Division of Educator Preparation  
100 Airport Road, 3<sup>rd</sup> floor  
Frankfort 40601

Dear Dr. Troupe,

I am writing to request a waiver of the Master's degree requirement for a prospective cooperating teacher.

We have just learned that we must change the placement of one of our elementary student teachers because her cooperating teacher changed positions and is no longer able to have a student teacher.

We place all of our elementary student teachers in the intermediate grades in the fall and at the primary level in the spring. We have looked for a strong intermediate teacher to replace the one we lost, and we have found an excellent possible placement with a 5th grade teacher at Crab Orchard Elementary School who meets all criteria but one: she is just two courses short of completing her Masters degree. The teacher is Emily Jones Mainier. There are other intermediate teachers with whom we could place our student teacher, but none is as strong as this one. Both the school principal and our college supervisors who know her agree that she is very strong teacher.

I know the Education Professional Standards Board requires a month's notice to make such an exception, but since this happened at the last minute, I am hoping that we might have a special exemption to make this placement.

I would greatly appreciate the Education Professional Standards Board's approval of this request.

Thank you very much.

Sincerely,

Kathryn R. Akural  
Billings Professor and Chair



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver B**

**Action Item:**

Request for Waiver of Teaching Experience for Administrative Certifications

**Applicable Statute or Regulation:**

16 KAR 3:050, Section 5 (b.)

**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 accept experience as a school social worker as classroom experience for principal certification?

**Background:**

Mr. Marc Hardin is requesting a waiver of the three years of classroom teaching experience required as a prerequisite to add the Instructional Leadership—School Principal, All Grades certification to his qualifications. He holds a professional certificate for School Social Worker and has served in this position for seven years. He also holds a Provisional Internship Certificate for Middle School Language Arts and is beginning his second semester as a middle school language arts teacher. He is scheduled to complete the principal certification program in May 2007.

**Alternative Actions:**

1. Approve the waiver request
2. Do not approve the waiver request

**Contact Person:**

Mr. Michael C. Carr, Director  
Division of Certification  
(502) 564-4606  
Email: [mike.carr@ky.gov](mailto:mike.carr@ky.gov)

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**Executive Director**

**Date:**

September 25, 2006

## Agenda Book

### 16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.

(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:

(a) Qualification for a Kentucky classroom teaching certificate;

(b) Successful completion of a generic test of communication skills, general knowledge, and professional education concepts approved by the Education Professional Standards Board as a condition for the issuance of a Kentucky classroom teaching certificate or other test authorized for this purpose by the appropriate state agency recognized by the Education Professional Standards Board through contract with the Interstate Agreement on Qualification of Educational Personnel; and

(c) Successful completion of the Kentucky Teacher Internship Program, as provided in 16 KAR 7:010, or two (2) years of successful teaching experience outside the state of Kentucky.

Section 3. Kentucky Administrator Standards for Preparation and Certification. (1) The approved program of preparation for the provisional certificate for instructional leadership - school principal shall:

(a) Include a master's degree in education; and

(b) Be designed to:

1. Address recommendations of relevant professional organizations including:

a. The National Policy Board for Educational Administration;

b. The University Council for Educational Administration;

c. The National Council of Professors of Educational Administration;

d. The National Association of Secondary School Principals;

e. The Collaborative for Technology Standards for School Administrators; and

f. The American Association of School Administrators; and

2. Prepare a candidate for the position of School Principal as specified in the standards included in "Interstate School Leaders Licensure Consortium Standards for School Leaders" and "Technology Standards for School Administrators".

(2) The Interstate School Leaders Licensure Consortium Standards for School Leaders are as follows:

(a) School leader standard 1. A school administrator is an instructional leader who promotes the success of all students by facilitating the development, articulation implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(b) School leader standard 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(c) School leader standard 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) School leader standard 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

(e) School leader standard 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and

(f) School leader standard 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(3) The Technology Standards for School Administrators are as follows:

(a) Technology standard 1. Leadership and vision. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

(b) Technology standard 2. Learning and teaching. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

(c) Technology standard 3. Productivity and professional practice. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

(d) Technology standard 4. Support, management, and operations. Educational leaders ensure the integration of technology to support productive systems for learning and administration.

(e) Technology standard 5. Assessment and evaluation. Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.



## Agenda Book

(f) Technology standard 6. Social, legal, and ethical issues. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Section 4. Assessment Prerequisites for the Provisional Certificate for Instructional Leadership - School Principal. An applicant for certification as a school principal, including vocational principal, shall attain the specified minimum score on the assessments required by 16 KAR 6:030.

**Section 5. Statement of Eligibility for Internship. (1) A statement of eligibility for internship for the provisional certificate for instructional leadership - school principal shall be issued for a five (5) year period to an applicant who:**

**(a) Has successfully completed an approved program of preparation;**

**(b) Has three (3) years of full-time teaching experience; and**

(c) Has successfully completed the appropriate assessment requirements for the school principal certification or qualifies for a one (1) year period of completion of assessments under KRS 161.027(6).

(2) Application shall be made on Form TC-1.

Section 6. (1) A professional certificate for instructional leadership - school principal, level I, shall be issued upon successful completion of the principal internship as provided in KRS 161.027 and 16 KAR 7:020.

(2) The renewal of the professional certificate for instructional leadership - school principal, level I, shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

(3) In addition to the requirements of KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require:

(a) Successful completion of two (2) years of experience as a school principal within the preceding five (5) years; or

(b) If the applicant has not successfully completed the two (2) years of experience:

1. Completion of three (3) semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or

2. Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.

Section 7. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Interstate School Leaders Licensure Consortium Standards for School Leaders, 1996, the Council of Chief State School Officers";

(b) "Form TC-1, rev. 10/02"; and

(c) "Technology Standards for School Administrators", 2001, Collaborative for Technology Standards for School Administrators.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Drive, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

(3) This material may also be obtained from the Council of Chief State School Officers, Attn: Publications, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431. (23 Ky.R. 2365; Am. 2735; eff. 1-9-97; 24 Ky.R. 177; 575; eff. 9-4-97; 25 Ky.R. 619; 1046; eff. 11-5-98; 27 Ky.R. 862; 1476; eff. 12-21-2000; 28 Ky.R. 2079; 2348; eff. 5-16-02; Recodified from 704 KAR 20:710; 30 Ky.R. 1327; 1760; eff. 1-23-04.)



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver C**

**Action Item:**

Request by Mr. James Gwilliam to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014), Principles of Learning & Teaching Grades 5-9 (0523) and Middle School English Language Arts (0049).

**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 Elementary Education (P-5) and Middle School English (5-9)?

**Background:**

James Gwilliam is seeking Elementary Education (P-5) and Middle School English (5-9) certification. He has completed and passed the following Michigan Tests for Teacher Certification (MTTC).

<b>Test</b>	<b>Test Date</b>	<b>Results</b>	<b>Required Score</b>
MTTC Basic Skills	July 15, 2000	278	220
MTTC Mathematics (22)	July 15, 2000	223	220
MTTC Elementary Education (83)	October 6, 2001	242	220
MTTC Language Arts (01)	October 6, 2001	231	220

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

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

Kentucky requires the following Praxis II tests for Middle School English (5-9) certification:

- Principles of Learning & Teaching: Grades 5-9 (0523) and
- Middle School English Language Arts (0049)

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The results of staff's review of the Michigan Educational Testing Service (ETS) Test at a Glance documents, are provided below.

1. The MTTC Basic Skills and Math (22) test scores are older than five years.
2. The Michigan Department of Education (MDE) uses the MTTC Elementary Education (83) test for K-5 all subjects certification. The test includes questions in the content areas of Language Arts, Mathematics, Social Studies, Science, the Arts, and Health and Physical Education. The test contains very little pedagogy.
3. Test specifications for the MTTC 01 Language Arts are not available. According to the National Evaluation Systems, MTTC 01 was replaced by the MTTC 92 Reading Specialist test.

### **Alternative Actions**

1. Waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Principles of Learning & Teaching: Grades 5-9 (0523), and Middle School English Language Arts (0049) and do not accept MTTC Basic Skills, MTTC Mathematics (22), MTTC (01), and/or MTTC (83) in lieu thereof.
2. Do not waive the Elementary Education: Content Knowledge (0014) and do not accept the MTTC Elementary Education (83) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Principles of Learning & Teaching: Grades 5-9 (0523), and Middle School English Language Arts (0049) and do not accept MTTC Basic Skills, MTTC Mathematics (22), MTTC (01), and/or MTTC (83) in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

According to 16 KAR 6:010 Section 4, a Kentucky required test taken on or after January 1, 2002, is not accepted if it is older than five years. Therefore, it seems reasonable to follow the same time line for out of state tests.

Based upon the MTTC (83) test specifications and communication with the Michigan Department of Education (MDE), the MTTC (83) includes as much or more elementary content as the Praxis II Elementary Education: Content Knowledge (0014).

Test specifications for the MTTC 01 Language Arts are not available. According to the National Evaluation Systems, MTTC 01 was replaced by the MTTC 92 Reading Specialist test. There is not sufficient evidence that the MTTC (83) is adequate for assessing a prospective Kentucky English teacher of students at the middle school level (grades 5-9).

The test specifications do not provide evidence that the MTTC (83) tests is sufficient for assessing pedagogical knowledge.

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**Executive Director**

**Date:**

September 25, 2006

## Agenda Book

### 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

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- 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.

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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.)



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver D**

**Action Item:**

Request by Ms. Christie Palombi to waive the regulation 16 KAR 6:010 pertaining to the Praxis II Elementary Education: Content Knowledge (0014).

**Applicable Statutes and Regulation:**

KRS 161.028  
16 KAR 6:010  
KRS 161.030

**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 Education (P-5)?

**Background:**

Ms. Christie Palombi is seeking Elementary (P-5) Certification. She has completed and passed the following tests:

<b>Test</b>	<b>Test Date</b>	<b>Results</b>
Illinois Certification Testing System (ICTCS) (003) Elementary	06-14-2003	Passed (88)

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

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

The staff's review of the Illinois ICTCS test frameworks and study guides, along with the Educational Testing Service (ETS) test specifications, is summarized below:

- The ICTCS (003) Elementary test framework contains similar content to the Praxis II (0014) study guide.

**Alternative Actions:**

1. Waive the regulation requiring the Praxis II Elementary Education: Core Content Knowledge (0014) and accept the ICTS (003) in lieu thereof.

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2. Do not waive the regulation pertaining to the Praxis II Elementary Education: Core Content Knowledge (0014) and do not accept the ICTS (003) in lieu thereof.

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

Based on Illinois ICTCS test frameworks and the ETS study guides, it appears the content of the ICTS (003) is comparable to that within the Praxis II (0014).

**Contact Persons:**

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**Executive Director**

**Date:**

September 25, 2006

## Agenda Book

### 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

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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.

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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.)



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver E**

**Action Item:**

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

**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 Elementary Education (P-5)?

**Background:**

Cindy Ainsworth is seeking Elementary Education (P-5) certification. She has completed and passed the following tests which are required for Georgia's Early Childhood certification.

<b>Test</b>	<b>Test Date</b>	<b>Results</b>	<b>Required Score</b>
Elementary Education Content Area Exercises (0012)	06-12-2004	142	GA=137
Elementary Education: Curriculum, Instruction, & Assessment K-5 (0016)	06-12-2004	170	GA=154

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

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

The results of staff's review of the Educational Testing Service (ETS) Test at a Glance documents are provided below:

1. 0012 is a two-hour essay test which contains four essay questions designed to measure how a prospective teacher can respond to elementary student work in the area of reading/language arts, mathematics, science, or social studies.

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2. 0016 is a two-hour test comprising 120 multiple choice questions designed for prospective teachers of students in kindergarten through fifth grade. The test is designed to assess a prospective teacher's ability to plan, implement, and assess curriculum in the areas of reading and language arts, mathematics, science, social studies, arts, and physical education.

### **Alternative Actions:**

1. Do not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and do not accept Elementary Education: Content Area Exercises (0012) and/or Elementary Education: Curriculum, Instruction, and Assessment: K-5 (0016) in lieu thereof.
2. Waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and accept Elementary Education: Content Area Exercises (0012) and/or Elementary Education: Curriculum, Instruction, and Assessment: K-5 (0016) in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

0012- According to the ETS Test at a Glance, "one exercise concerns reading/language arts; one concerns mathematics; and one concerns *either* science *or* social studies." Successful completion of this test would not provide adequate evidence that a prospective teacher possessed Kentucky core content knowledge. In addition, successful completion of 0012 does not provide adequate evidence that a prospective teacher has demonstrated the pedagogical skills necessary to teach elementary P-5 children in Kentucky's classrooms.

0016- According to the ETS Test at a Glance, the proportion of questions within the math and science areas is significantly less than those of the Kentucky required content test (0014). Therefore, successful completion of this test would not provide adequate evidence that a prospective teacher possessed Kentucky core content knowledge. In addition, successful completion of 0012 does not provide adequate evidence that a prospective teacher has demonstrated the pedagogical skills necessary to teach elementary P-5 children in Kentucky's classrooms.

### **Contact Person:**

Ms. Cindy Owen, Program Manager  
Division of Professional Learning and Assessment  
(502) 564-4606  
Email: cindy.owen@ky.gov

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**Executive Director**

### **Date:**

September 25, 2006



## Agenda Book

### 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

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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.

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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.)



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**  
**Action Item, Waiver F**

**Action Item:**

Request by Ms. Maria Altieri to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0524) and Middle School Social Studies (0089), 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 Middle School and Secondary Social Studies?

**Background:**

Maria Altieri is seeking Middle School and Secondary Social Studies certification. She has completed and passed the following California Teacher Certification Tests.

<b>Test</b>	<b>Test Date</b>	<b>Results</b>
CBEST	02-06-2003	Pass
CSET Social Science I, II, & III (114)	11-05-2005	Pass

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

- Middle School Social Studies (0089) and
- Principles of Learning & Teaching: Grades 5-9 (0523)

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

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

## Agenda Book

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

- The CSET Social Science I, II, & III (114) is a combination multiple choice and constructed response item test which includes nearly identical content categories as the Praxis II tests: 0089, 0081, and 0083.
- The CBEST is a basic skills test similar to the Praxis I.
- The CGEST and CSET contain very little pedagogy.

### **Alternative Actions:**

1. Waive the Praxis II Middle School Social Studies (0089), Social Studies Content Knowledge (0081), and Social Studies: Interpretation of Materials (0083) and accept the CSET Social Science I, II & III (114) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0523) and do not accept the CBEST and/or CSET Social Science I, II & III (114) in lieu thereof.
2. Do not waive the Praxis II Middle School Social Studies (0089), Social Studies Content Knowledge (0081), and Social Studies: Interpretation of Materials (0083) and do not accept the CSET Social Science I, II & III (114) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0523) and do not accept the CBEST and/or CSET Social Science I, II & III (114) in lieu thereof.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

Many of the questions provided within the CSET Social Science I, II, & III (114) test specifications actually require higher thinking skills than those provided within the Test at a Glance documents of the Praxis II 0089, 0081, and 0083 tests.

The CBEST is a basic skills test similar to the Praxis I, which is not used for teacher certification.

The CBEST and CSET contain very little pedagogy. Therefore, there is not sufficient evidence that the CBEST or CSET is adequate for assessing pedagogical knowledge.

### **Contact Person:**

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Email: cindy.owen@ky.gov

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**Executive Director**

### **Date:**

September 25, 2006

## Agenda Book

### 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

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- 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.



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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.)