

Agenda Book
EPSB Meeting Agenda
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
August 18, 2008

Sunday, August 17, 2008

5:30 PM EDT Goals & Strategies Discussion
EPSB Offices, Conference Room A
NO BUSINESS WILL BE CONDUCTED

Monday, August 18, 2008

9:00 AM EDT Call to Adjourn
Call to Order
Swearing-In of New Board Member
Roll Call
Approval of June 7, 2008 Minutes (Pages 1-2)
Approval of June 23, 2008 Minutes (Pages 3-18)
Open Speak
Report of the Executive Director
A. Report from the Kentucky Department of Education
B. Report from the Council on Postsecondary Education

Report of the Chair
Appointment of the Certification Task Force

Committee Reports
Nominating Committee
KTIP Task Force

Information/Discussion Items
A. Adoption of Goals and Strategies for 2009 and 2010
(Pages 19-20) (Dr. Phillip Rogers)
B. 16 KAR 6:010. Written Examination Prerequisites for Teacher
Certification, Notice of Intent (Pages 21-50) (Ms. Cindy Owen)

Action Items
A. EPSB Meeting Schedule (Pages 51-54) (Ms. Ashley Abshire)
B. Awarded Contracts (Pages 55-58) (Mr. Gary Freeland)
C. Asbury College, Master of Arts in Education for Rank II and I
Programs and Teacher Leader Endorsement (Pages 59-62)
(Dr. Marilyn Troupe)

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- D. Approval of Proposed Educator Preparation Program: English as a Second Language P-12 Endorsement (Advanced Level): Campbellsville University (**Pages 63-66**) (Dr. Troupe)
- E. Certification Task Force Charter (**Pages 67-72**) (Mr. Mike Carr)
- F. Kentucky Teacher Internship Program Appeal (**Pages 73-74**) (Ms. Owen)
- G. Kentucky Principal Internship Program Appeal (**Pages 75-76**) (Ms. Owen)

Waivers

- A. 16 KAR 6:010. Request to Waive Music, All Grades Certification Assessment Requirements (**Pages 77-80**) (Ms. Owen)
- B. 16 KAR 6:010. Request to Waive Exceptional Children (P-12) Certification Assessment Requirements (**Pages 81-82**) (Ms. Owen)

Alternative Route to Certification Applications

- A. Teresa Moberly, Middle School Science, Grades 5-9 (**Pages 83-84**) (Mr. Carr)
- B. Katherine Weible, Theatre, Grades P-12 (**Pages 85-86**) (Mr. Carr)

Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by 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:
September 2008

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The actions delineated below were taken in open session of the EPSB at the June 7, 2008 special meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

<p style="text-align: center;">Education Professional Standards Board (EPSB) Summary Minutes of the Special Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky June 7, 2008</p>
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Call to Order

Chairman Jim Cibulka convened the meeting at 10:10 a.m. (EDT).

Roll Call

The following members were present: Frank Cheatham, Jim Cibulka, John DeAtley, Mary Hammons, Kent Juett, Greg Ross, Sandy Sinclair-Curry, Tom Stull, and Lorraine Williams. Lonnie Anderson, Dr. Sam Evans, Jennifer Forgy, Rebecca Goss, Steve Schenck, Zenaida Smith, Bobbie Stoess, and Cynthia York were absent.

Action Items

Approval of 2008-2009 KTIP Funding Priorities and Guidelines

Mr. Gary Freeland reviewed several different 2008-2009 KTIP Funding Options that were provided to the board. The main differences in the options were the amount of the resource teacher stipend, the amount of funds given to the universities, and the number of full year interns to be served.

The board asked what the ramifications would be if the number of interns were capped at 2300. Mr. Freeland stated that the interns would be required to wait until the fall to enter the program; however, these interns would receive a provisional certificate to begin teaching if the board approved a waiver to allow them to do so (the next action item on the agenda). Since the EPSB received a Perkins Grant to help fund the career and technical interns, these interns (approximately 162) would be allowed to enter KTIP immediately. Other interns would be admitted to KTIP on a first come, first served basis.

Board attorney Diane Fleming asked Mr. Freeland how many interns he anticipated would be ineligible for admission into KTIP during the first year, if the number of interns were limited to 2300. Mr. Freeland stated that by looking at numbers from the last five years, an average of 2800 full year interns were served each year; therefore, the number of second year interns needing to enter KTIP would increase substantially. Dr. Rogers explained that there is not enough money to fund KTIP long term. This proposal is strictly a short-term solution until the EPSB can plead its case to the legislature. In addition to requesting additional funding, the board may need to ask the legislature for more flexibility in the operation of KTIP, as most of the guidelines for KTIP are in statute.

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The board discussed the university contracts. Ms. Cindy Owen stated that EPSB staff plan to give universities more flexibility with funds in the upcoming year. Approximately \$1.3 million was allocated to universities this past year.

Mr. Tom Stull made a motion to accept Option 1. Motion failed due to lack of a second.

The board discussed possible reactions from educators if the resource teacher stipend were reduced. Additionally, concern was expressed about the burden on districts to provide teacher educators if universities are unable to provide them. Ms. Owen stated that staff would begin to explore with districts and universities how to solve the dilemma of providing teacher educators. One suggestion was to broaden the definition of *teacher educator*. Some board members were concerned that if the resource teacher stipend were not reduced, leaving universities only a total of \$100,000 for training, it could dismantle the universities' role in the program. Dr. Rogers stated that universities would not be expected to provide all the services for KTIP as they've done in the past. He further stated that he wants to charter a KTIP task force to monitor the impact of the decisions of this year and to recommend how KTIP should be operated during the current funding shortage.

Motion made by Mr. Gregory Ross, seconded by Mr. Tom Stull that due to the extraordinary budgetary crisis, the funding requirements for the FY 08-09 for the KTIP will be:

The resource teacher stipend shall be \$700.00 for half year interns and \$1,400 for full year interns, with KTIP contracts with the eight (8) [public] universities to total \$430,000.00 for a service of a total of 2,514 equivalent number of full year interns; this information shall be communicated to the Governor's office, legislators, and all interested stakeholders; at the next board meeting, a task force shall be developed to study the impact of the funding guidelines and priorities for FY 08-09 and to develop further solutions to resolve any future budgetary crises; and the board wishes to continue to acknowledge its commitment to higher education's participation in KTIP.

Vote: Yes – 8

No – 1 (Mr. John DeAtley)

Waivers to Accommodate the Necessary Modifications to the Kentucky Teacher Internship Program

Motion made by Ms. Lorraine Williams, seconded by Mr. Kent Juett, to approve the waiver requests and direct staff to resolve unanticipated detrimental consequences that may arise and that the waivers be limited to fiscal year 2008-2009 and that staff provide an update to the board on the use of the waivers and the impact of this on KTIP at board meetings.

Vote: Unanimous

Meeting adjourned at 12:10 p.m.

Next Meeting: June 23, 2008
 9:00 AM
 Marriott Griffin Gate Resort
 Lexington, Kentucky

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The actions delineated below were taken in open session of the EPSB at the June 23, 2008 regular meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

<p style="text-align: center;">Education Professional Standards Board (EPSB) Summary Minutes of the Business Meeting Marriott Griffin Gate Resort Lexington, Kentucky June 23, 2008</p>
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Call to Order

Vice-Chair Lorraine Williams convened the meeting at 9:10 a.m. (EDT).

Roll Call

The following members were present: Jim Applegate, Michael Dailey, Sam Evans, Rebecca Goss, Mary Hammons, Greg Ross, Zenaida Smith, Bobbie Stoess, Lorraine Williams, and Cynthia York. Lonnie Anderson, Frank Cheatham, Jennifer Forgy, Kent Juett, Sandy Sinclair-Curry, and Tom Stull were absent from the meeting.

Amendment of the June 23, 2008 EPSB Meeting Agenda

Motion made by Ms. Zenaida Smith, seconded by Ms. Cynthia York, to amend the June 23, 2008 EPSB meeting agenda to add Action Item D. KTIP Task Force Charter.

Vote: *Unanimous*

Approval of May 19, 2008 Minutes

Motion made by Ms. Zenaida Smith, seconded by Ms. Mary Hammons, to approve the May 19, 2008 EPSB minutes.

Vote: *Unanimous*

Open Speak

There were no requests for Open Speak.

Waivers

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Secondary Social Studies Certification Assessment Requirements

Motion made by Dr. Sam Evans, seconded by Ms. Rebecca Goss, to accept the MTTC History (09) and MTTC Political Science (10) in place of the Praxis II (0081) Social Studies: Content Knowledge. Do not accept the MTTC History (09) and/or MTTC Political Science (10) in place of the Praxis II Social Studies: Interpretation of Materials (0083).

Vote: *Unanimous*

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16 KAR 2:010. Kentucky Teaching Certificates, Ms. Marsha Riddell

Mr. Mike Carr explained that, due to a visual impairment, Ms. Marsha Riddell, a Montgomery County art teacher, requested and received a one-time, one-year extension for the 2003-04 school year to complete the first 15 hours of her master's degree program. Because of the continued deterioration of her condition, Ms. Riddell requested an additional one-year extension for the 2008-09 school year so she may complete her master's course work.

Motion by Ms. Zenaida Smith, seconded by Mr. Gregory Ross, to approve the request to grant a second one-year extension to complete the required master's degree under 16 KAR 2:010, Section 3.

Vote: *Unanimous*

16 KAR 2:160. Probationary Certificate for Teachers of Exceptional Children, Mr. Richard Shumate

Mr. Mike Carr explained to the board that Mr. Richard Shumate requested a waiver of the requirement for six graduate hours leading to full certification for the reissuance of a probationary teaching certificate for special education. A recent family emergency severely hampered his ability to attain new hours during the past school year. The board deliberated on the documentation submitted by Mr. Shumate and his current circumstances.

Motion made by Zenaida Smith to deny the waiver request. Motion failed for the lack of a second.

Motion made by Dr. Jim Applegate, seconded by Mr. Michael Dailey, to approve the request to waive 6 new hours for the renewal of a probationary special education teaching certificate for Mr. Richard Shumate.

Vote: *Yes - 9*

No- 1 (Ms. Zenaida Smith)

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
June 23, 2008**

Motion made by Ms. Cynthia York, seconded by Dr. Sam Evans, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1)(c)&(j).

Vote: *Unanimous*

Motion made by Ms. Rebecca Goss, seconded by Ms. Zenaida Smith, to return to open session.

Vote: *Unanimous*

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

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Greg Ross, Sam Evans, Mary Hammons, Bobbie Stoess, Lorraine Williams, Rebecca Goss, Cynthia York, Michael Dailey, Zenaida Smith, and Jim Applegate.

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

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
08791	Deny
08801	Approve
08807	Approve
08806	Approve
08812	Approve
08813	Approve
08818	Approve
08798	Approve
08819	Approve
08820	Approve
08784	Deny
08826	Approve
08832	Approve
08829	Approve
08765	Approve
08834	Approve
08838	Approve
08846	Approve
08845	Approve
08856	Approve
08855	Approve
08854	Approve
08853	Approve
08839	Approve
08827	Approve
08805	Approve
08851	Approve
08848	Approve
08857	Approve
08859	Approve
08872	Approve
08884	Approve
08896	Approve
08890	Approve
08888	Approve
08893	Approve
08908	Approve

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08907	Approve
08865	Approve
08917	Approve
08918	Approve
08920	Approve
08873	Approve
08923	Approve
08929	Approve
08930	Approve
08940	Approve
08942	Defer

Agreed Orders

Case Number

Decision

07-09161 (Phillip Burkeen) Accept Agreed Order placing Respondent on probation for a period beginning on the date the Board approves this Agreed Order and ending on May 30, 2009. The probation is subject to the following conditions:

1. Respondent shall attend at least three (3) Alcoholics Anonymous meetings per week.
2. Respondent shall continue to follow all recommendations of his mental health treatment providers and shall take all medications in the prescribed doses.

Respondent is aware that should he violate KRS 161.120 either during or following the probationary period, the Board shall initiate new disciplinary action and seek additional sanctions.

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

07-114 (Jennifer Turley)

Accept Agreed Order approving Respondent's application subject to the following probationary conditions for a period of two (2) years beginning on the date the Board approves this Agreed Order:

1. Respondent shall receive no disciplinary action by any school in the United States. The parties agree that "disciplinary action" is defined as any admonishment, reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld by either the tribunal and/or arbitration process.
2. Respondent shall have no criminal convictions during the two (2) year probationary period. For the purposes of this Agreed Order,

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criminal convictions shall include felonies, misdemeanors, and any offenses involving controlled substances and/or alcohol, but shall not include moving traffic violations.

Respondent agrees that should she fail to satisfy these conditions during the probationary period, her certificate shall be automatically suspended for a period of one (1) year.

Respondent is also aware that should she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

07-09173 (Herod Parks) Reject Agreed Order which required Respondent to complete twelve (12) hours of professional development/training in Cultural Comprehension/Competency, as approved by the Board, no later than July 1, 2009. Any expenses incurred for said training shall be paid by Respondent. Respondent agrees that should he fail to satisfy this condition, his certificate shall be automatically suspended until he provides written proof to the Board that he has completed said training.

Vote: *Unanimous*

07112111 (Rena Robinson) Accept Agreed Order suspending Respondent's certificate for a period of ten (10) days from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of the certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07-09174 (Mary Burchell) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for a period of two (2) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by

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delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07111984 (George Morgan) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days upon acceptance of this agreement by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

The Board admonishes Respondent for consuming alcohol on school grounds and for setting a poor example for students by drinking and driving. Respondent is reminded that he has a duty to maintain the dignity and the integrity of the profession. The Board will not tolerate any further incidents of misconduct from Respondent.

Upon reinstatement, Respondent's certificate shall be subject to the following probationary conditions for a period of two (2) years:

1. By January 1, 2009, Respondent shall submit proof that he has been assessed by a licensed provider for alcohol dependency and has complied with any follow-up treatment or recommendations. If the follow-up conditions can not be completed by January 1, 2009, Respondent shall submit quarterly reports to the Board until the treatment protocol is completed. Any expense for the professional development/training shall be paid by Respondent.

2. Respondent shall not have any more criminal convictions during the probationary period. Respondent shall submit a copy of his state criminal background records report to the Board by June 30 of each year of the probationary period. Any expense for the state criminal background records report shall be paid by Respondent.

3. Under no circumstances shall Respondent consume alcoholic beverages on school grounds, nor shall he arrive on school grounds after consuming alcoholic beverages.

Respondent agrees that should he fail to satisfy any of the above conditions, his certificate shall be automatically suspended for a period of one (1) year.

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Respondent is aware that should he violate KRS 161.120 during this period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-10252 (Melissa Hurst)

Accept Agreed Order suspending Respondent's certificate for a period of fifteen (15) days beginning July 1, 2008. During the suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky.

In addition to any educational requirements, reinstatement of Respondent's teaching certificate at the conclusion of the fifteen (15) day period is expressly conditioned upon Respondent providing written evidence to the Board that she has complied with the following:

1. Prior to expiration of the 15-day suspension and reinstatement of her certificate, Respondent shall supply the Board with a report from a licensed and Board-approved alcohol/substance abuse counseling program that she has been assessed and complied with all recommended treatment. Any expense for said assessment and treatment shall be born by the Respondent.

Failure to meet any of the above conditions will result in Respondent being denied reinstatement of a Kentucky teaching certificate at the conclusion of the fifteen (15) day period pending compliance.

Upon reinstatement, 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 from the date of issuance.

1. Respondent shall complete twelve (12) hours of ethics training before July 31, 2009. Any expense for required training shall be born by the Respondent.

2. Respondent shall immediately submit to any random drug screen requested either by the Board or her school district and provide this report to the Board. Any expense for said testing shall be born by the Respondent.

3. Respondent shall receive no further disciplinary action of suspension or termination by any school district in the United States -- subject to the

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exhaustion of her due process rights under KRS 161.790.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions during the probationary period, her certificate shall be automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as probationary condition number 1 is met.

Respondent is aware that should she violate KRS 161.120, either during or following this one 1 year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous (Ms. Williams, recused)*

06-08211 (Scott Hooper)

Accept Agreed Order subjecting Respondent's certificate, and any future endorsements or new areas of certification, to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete twelve (12) hours of ethics training prior to December 31, 2008. Any expense for required training shall be born by the Respondent.

2. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, the certificate shall remain suspended until such time as condition 1 is met.

Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

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06-09228 (Marjorie Cox)

Accept Agreed Order subjecting Respondent's certificate, and any future endorsements or new areas of certification to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete two Board-approved courses in Classroom Management – one during each of the two (2) years of her probation. Any expense for required training shall be born by the Respondent.

2. Respondent is currently serving as a resource and collaborative teacher and during the length of the probationary period shall refrain from teaching in a stand-alone classroom and further shall provide the Board with quarterly reports from her employment supervisor verifying her compliance and progress.

3. Respondent shall receive no further final disciplinary actions by any school district in the United States including, but not limited to, admonishment, public reprimand, suspension or termination.

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 one (1) year. If applicable, at the conclusion of the one year suspension, the certificate shall remain suspended until such time as conditions 1 and 2 are met.

Cox is aware that should she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-09242 (John Sowders)

Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days from the date of acceptance of this Order by the Board. During the suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent shall surrender the original certificate and all copies to EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of

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certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of issuance. 1.

Respondent shall complete twelve (12) hours of ethics training prior to December 31, 2008. Any expense for required training shall be born by the Respondent.

2. Respondent shall be assessed for anger management issues prior to December 31, 2008 and follow through with any treatment recommendations with a provider approved by the Board. Any expense incurred for the assessment or counseling shall be born by the Respondent.

3. Respondent shall complete Board-approved professional development training in the areas of appropriate teacher-student relationships and boundaries. Any expense for required training shall be born by the Respondent.

4. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, the certificate shall remain suspended until such time as conditions 1 through 3 are met.

Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

07-07116 (Mark Perkins)

Accept Agreed Order admonishing Respondent for his unprofessional conduct in failing to comply with state and district policies regarding finances, subject to paragraph 4 above.

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2009. Any expense for the required training shall be borne by Respondent. Should the Board learn that Perkins has violated the terms of this Paragraph, it shall automatically suspend his certificate with

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reinstatement conditioned upon successful completion of training. Respondent shall neither apply for nor accept any coaching position without first providing written proof to the Board that he has completed training in "Accounting Procedures for Kentucky School Activity Funds", which is incorporated by reference in 702 KAR 3:130. Any expense for the required training shall be borne by Respondent. Should the Board learn that Respondent has violated the terms of this Paragraph, it shall automatically suspend his certificate with reinstatement conditioned upon successful completion of training.

Vote: *Unanimous*

06-0353 (Adam Weger)

Accept Agreed Order admonishing Respondent for neglect of duty. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. Special education students should not be isolated from the rest of the class. 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 completed twelve (12) hours of professional development/training in appropriate classroom management, as approved by the Board, no later than June 1, 2008. Any expense incurred for said training shall be paid by Respondent.

Failure to comply with this requirement by June 1, 2008 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the requirements contained in this Agreed Order.

Vote: *Unanimous (Mr. Dailey, recused)*

08010367 (Amy King)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. As an educator, Respondent has a duty to uphold the dignity and integrity of the teaching profession. The Board will not tolerate any further acts of misconduct by Respondent.

In addition, Respondent's teaching certificate shall be subject to the following probationary conditions

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for a period of two (2) years from the date of acceptance of this Order by the Board.

1. By July 1 of each year of certification, Respondent shall submit a copy of her current criminal record as prepared by the Kentucky State Police.

2. Respondent shall continue to comply with all court orders in Hopkins District Court Case No. 07-M-01621.

3. Respondent shall not be convicted of any crime during the probationary period.

Should Respondent violate any of these conditions, her certificate and any and all endorsements shall be automatically suspended for a period of two years and subject to additional disciplinary sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

07-10179 (Joy Cunningham) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days beginning from the date of acceptance 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, 3rd Floor, Frankfort, Kentucky 40601.

In addition, Respondent's teaching certificate shall be subject to the following probationary conditions for a period of three (3) years from the date of acceptance of this Order by the Board.

1. By July 1 of each year of certification, Respondent shall submit a copy of her current criminal record as prepared by the Kentucky State Police.

2. Respondent shall continue to comply with all terms of probation set forth in the Court's Order of September 20, 2007 until she is released from supervision and the period of probation expires.

3. Respondent shall provide written proof that she has been released from the probation set forth in the Court's Order of September 20, 2007.

4. Respondent shall not be convicted of any crime during the probationary period.

Should Respondent violate any of these conditions, her certificate and any and all endorsements shall be automatically suspended for a period of two years

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and subject to additional disciplinary sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

04-0565 (Joseph J. Wright) Accept Agreed Order revoking Respondent's certificate for a period of seven (7) years retroactively to August 13, 2004. Respondent shall neither apply for, nor be issued, a teaching or administrative certificate in the Commonwealth of Kentucky until the conclusion of the seven (7) year period. Upon acceptance of this agreement by the Board, Wright shall immediately surrender the original certificate and all copies in his possession to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, re-issuance of any teaching or administrative certificate at the conclusion of the seven (7) year period is expressly conditioned upon Respondent providing written evidence to the Board that he has complied with the following:

1. Respondent shall be assessed and evaluated by a licensed psychiatrist or psychologist who has also been approved to assess and treat sex offenders. The psychiatrist or psychologist shall be pre-approved by the Board and shall contact the Division of Legal Services prior to the assessment for records regarding Respondent and shall report his/her findings directly to Board. Prior to re-issuance of any certificate to Respondent, the approved provider shall file with the Board a release stating that Respondent is released to return to work in a school setting. Any expense for the evaluation or the follow-up reports shall be paid by Respondent.

2. Respondent shall undergo a comprehensive drug abuse assessment by a mental health professional certified to assess and treat chemical dependency and approved by the Board. Respondent shall comply with any treatment recommendations recommended by the mental health professional and supply proof of his compliance to the Board. Any expense for the evaluation or the treatment shall be paid by Respondent.

3. With his application for re-issuance, Respondent shall supply the Board with a current national and state criminal background check. Any expense for

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the criminal background check shall be paid by Respondent.

4. Prior to the Board re-issuing his certificate upon receipt of his application, Respondent shall submit to a random drug test to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent.

Respondent's certificate will not be reinstated if the test is positive for any illegal substances.

Failure to meet any of the above conditions will result in Respondent being denied re-issuance of a Kentucky teaching certificate at the conclusion of the seven (7) year period, until such time as all conditions are met.

As a condition for maintaining any future certificate issued by the Education Professional Standards Board at the conclusion of the seven (7) year revocation period, Respondent shall be subject to random drug testing to be administered by a provider of his choice and approved by the Board for a period of three (3) years from the date of re-issuance. Any and all expenses related to the testing shall be paid by Respondent. If Respondent's testing results from the Board ordered random drug testing show that he has ingested any illegal substance or any controlled substance which is not prescribed for him by a medical professional, Respondent's certificate shall be automatically suspended and further disciplinary measures taken against his certificate pending his right to pursue a timely due process hearing regarding the new offense(s). If Respondent chooses to rely on an employing school district's random drug testing procedure to provide the testing required for the three years referenced in this section, any positive drug screens from the employing district's random testing will only result in an automatic suspension after Respondent has been given the opportunity to exercise any due process rights provided by the school district's drug testing policy.

Respondent is aware that should he have any further violations of KRS 161.120 upon re-issuance of any teaching certificate the Board shall initiate a new disciplinary action and seek additional sanctions against his certification.

Vote: *Unanimous*

Recommended Order

Case Number

Decision

04-0692 (David Underwood) Accept the Hearing Officer's Recommended Order of default and issued an admonishment to Respondent to be truthful on any future applications for employment or certification.

Vote: *Unanimous*

Report of the Executive Director

Report from the Council on Postsecondary Education (CPE)

Dr. Jim Applegate reported that the new interim president for CPE, Dr. Richard Crofts, is looking forward to working with the board. He further thanked EPSB staff for partnering with CPE to present the ACT Educational Planning and Assessment System (EPAS) in a one-day seminar this past May. Additionally, he reported that revised regulations on the admission and placement within the higher education system are anticipated to be effective fall 2009. Dr. Applegate emphasized that these regulation changes are not admission standards.

Report from the Kentucky Department of Education

Mr. Michael Dailey reported that the first meeting of the Task Force on Assessment and Accountability will be held on Tuesday, August 5th. The task force will review the Commonwealth Accountability Testing System (CATS) and provide a blueprint for the system's progress in the future to ensure that the system meets the best interests of public school students.

He further reported that a blue ribbon panel on interventions in low-performing schools has been charged to make recommendations for how KDE may provide assistance differently to dramatically improve student achievement in low-performing schools.

Additionally, Mr. Dailey informed the board that KDE received a grant related to dropout prevention to address ways to lower the dropout rate.

Finally, Mr. Dailey announced that KBE member Dr. Dorie Combs was recently honored on a national panel of middle schools and will be attending a conference in October for the Association of State Boards.

Report of the Chair

Appointments and Replacements to the Kentucky Advisory Council on Internships

Vice-Chair Lorraine Williams appointed Michael Dailey, April Roberts, and Bobbie Stoess to KACI. Vickie Staley and Zella Wells were reappointed.

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Appointment of the Nominating Committee

Ms. Williams appointed the following members to the nominating committee for Chair and Vice-Chair: Dr. Frank Cheatham (Chair), Sam Evans, Rebecca Goss, and Tom Stull. Ms. Williams asked that this committee bring a recommendation to the board at the August meeting.

Kentucky Teacher Internship Program Task Force Member Appointments

Ms. Williams appointed LuAnn Asbury, Dr. Sharon Brennan, Susie Burkhardt, Jason Coguer, Rebecca Goss, Dr. Dick Roberts, Robert Sexton, Liz Story, Paul Upchurch, and Aimee Webb to the KTIP Task Force.

Committee Reports

There were no committee reports.

Information/Discussion Item

Awarded Contracts

Mr. Freeland reported on twelve personal service contracts that were awarded and signed by the executive director after approval at the previous board meeting.

Vice-Chair Lorraine Williams called a recess until the next meeting which she announced to be August 18, 2008.

Next Meeting: August 18, 2008
 9:00 AM
 EPSB Board Room
 Frankfort, Kentucky

Agenda Book
**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

Adoption of Goals and Strategies for 2009 and 2010

Applicable Statutes and Regulation:

KRS 161.028

Issue:

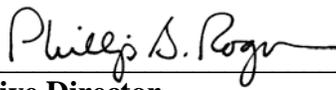
Should the Education Professional Standards Board adopt the goals and strategies for 2009 and 2010?

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 and are provided under separate cover.

Contact Person:

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Executive Director
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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Notice of Intent

Applicable Statute and Regulation:

KRS 161.030
16 KAR 6:010

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Issue 1: Amend 16 KAR 6:010 to reflect Board approved testing options for middle school English, mathematics, and social studies certification.

Current regulation requires that a teacher who is seeking certification in a middle school content area, and who has passed the secondary Praxis II assessments in the same content area, must also take the appropriate middle school Praxis assessment. The EPSB previously waived this requirement until the regulation could be amended.

June 2007, the EPSB hosted a review of the secondary Praxis II English, mathematics, and social studies content assessments. The purpose of the review was to provide documentation that these tests are valid for certifying middle school teachers within the same content areas. As reported to the Board in August 2007, the majority of the panelists agreed that a prospective middle school teacher, who achieves the current required passing score on the secondary English, mathematics, and/or social studies content tests, has demonstrated sufficient content knowledge to teach the subject(s) at the middle school level.

Required Secondary Tests	Required Passing Score
<i>Social Studies: Content Knowledge (0081)</i>	151
<i>Social Studies: Interpretation of Materials (0083)</i>	159
<i>English Language Literature and Composition: Content Knowledge (0041)</i>	160
<i>English Language Literature and Composition: Essays (0042)</i>	155
<i>Mathematics: Content Knowledge (0061)</i>	125
<i>Mathematics: Proofs, Models, and Problems Part 1 (0063)</i>	141

Issue 2: Amend 16 KAR 6:010 to correct change in test name.

The current name of the Praxis II School Psychologist test is *School Psychologist*. The NTE term is no longer used.

Issue 3: Amend 16 KAR 6:010 to provide consistency in capitalization, spacing, and punctuation throughout.

Throughout the years, testing requirements for specific areas have changed and the regulation has been amended to reflect those changes. As a result, the capitalization and punctuation within the regulation may vary slightly from section to section. To improve clarity, staff is recommending consistency in capitalization and punctuation throughout the regulation.

Issue 4: Reviews and Standard Setting Studies

Under the direction of the Education Professional Standards Board, staff works in collaboration with the Educational Testing Service (ETS) to conduct both Test Reviews and Standard Setting Studies of Praxis II tests. Test Reviews are held on currently used Praxis II tests to determine whether the content of the tests is still current and aligned with what beginning Kentucky teachers should know and/or be able to do and to decide whether the current passing scores are still appropriate in light of performance trends, supply and demand, disparate impact on subpopulations, and/or other issues in the field.

Standard Setting Studies (SSSs) are conducted on Praxis II tests that are being considered for use in Kentucky to determine whether or not the tests are valid for the use for which they are being considered, and through the process passing scores are recommended. The processes adopted by EPSB and conducted in collaboration with ETS are consistent with other states.

Test Reviews and SSSs are scheduled based on issues from the field, the date of the last Test Review or Standard Setting Study, performance trends, test volume, and highly qualified (HQ) requirements. This year's Test Reviews and SSSs were held June 9-13 for the tests listed below.

Test Reviews:

Middle School English Language Arts (0049)

Theatre (0640)

Middle School Mathematics (0069)

Middle School Science (0439)

Earth Science (0571)

Standard Setting Studies:

Interdisciplinary Early Childhood Education (IECE) (0023)

Gifted Education (0357)

Test Review Results

Middle School English Language Arts (0049)

Four (4) members (three classroom teachers and one higher education faculty member)

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- All panel members judged the test to be sufficiently job relevant for continued use in Kentucky.
- One panel member recommended the passing score remain at 157. The other three recommended an increase in passing score to 158, 160, or 161.

Current Passing Score	Southern Regional Education Board (SREB) Average Passing Score	Recommended Passing Score of Original SSS (1998)	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
						Female	Male	African American or Black
157	153	165	157	14.58	85%	85%	81%	50%
			158	15.92	84%	84%	81%	50%
			160	17.94	80%	81%	77%	50%
			161	19.82	78%	79%	75%	45%

Theatre (0640)

Five (5) members (four classroom teachers and one higher education faculty member)

- All panel members judged the test to be sufficiently job relevant for continued use in Kentucky.
- The majority of panel members recommended the passing score remain at 630.

Current Passing Score	Southern Regional Education Board (SREB) Average	Recommended Passing Score of Original SSS (2001)	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
						Female	Male	Other
630	565	No recommendation	630	23.03	<5	<5	<5	<5

Middle School Mathematics (0069)

Six (6) members (five classroom teachers and one higher education faculty member)

- All panel members judged the test to be sufficiently job relevant for continued use in Kentucky.
- The majority of panel members recommended the passing score be increased to 151.

Current Passing Score	Southern Regional Education Board (SREB) Average	Recommended Passing Score of Original SSS (1998)	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
						Female	Male	African American or Black
148	148	156	148	21.49	85%	83%	90%	73%
			151	26.83	78%	74%	84%	64%

Middle School Science (0439)

Four (4) members (three classroom teachers and one higher education faculty member)

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- All panel members judged the test to be sufficiently job relevant for continued use in Kentucky.
- The majority of panel members recommended the passing score be raised to 144.

Current Passing Score	Southern Regional Education Board (SREB) Average	Recommended Passing Score of Original SSS (1998)	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
						Female	Male	Other
139	144	160	139	12.48	94%	94%	93%	<5
			144	18.84	86%	85%	87%	<5

Earth Science (0571)

Four (4) members (three classroom teachers and one higher education faculty member)

- All panel members judged the test to be sufficiently job relevant for continued use in Kentucky.
- Two panel members recommended the current passing score remain the same. One panel member recommended raising the passing score to 147 and one recommended raising it to 150. Because two of the recommendations are above the original SSS recommended passing score (study value), a chart showing percentile rank and pass rate information at various SEMs above and below the original study value is included below.

Current Passing Score	Southern Regional Education Board (SREB) Average	Recommended Passing Score of Original SSS (2000)	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
						Female	Male	Other
145	148	145	145	13.21	79%	70%	89%	<5
			147	16.00	79%	70%	89%	<5
			150	19.86	74%	60%	89%	<5

**National Percentile Ranking reflects 3 year rolling data from October 2004 through July 2007.*

	Score	Percentile Rank	Pass Rate	Subpopulations		
				Other	White Percentile Rank	White Pass Rate
-2 SEM Study Value	134	4.1	96	NDA	3.4	97
-1 SEM Study Value	140	9.5	91	NDA	7.8	92
Original Study Value	145	14.8	85	NDA	12.5	88
+1 SEM Study Value	150	19.5	81	NDA	16.9	83
+2 SEM Study Value	156	27.5	73	NDA	24.7	75

Standard Setting Study Results

November 2007, the Board approved the Cut Score Framework to accept the recommendation of the validation panel if it is between the 15th – 25th percentiles, inclusive; greater than or equal to the current cut score; and comparable to the SREB

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average cut score. Results of the June 2008 Standard Setting Studies are summarized below.

Gifted Education (0357)

Kentucky currently offers several certification endorsements. The endorsements for which an appropriate Praxis II test exists, require successful completion of the corresponding test. There are currently two SREB states using the *Gifted Education (0357)* test, Arkansas and West Virginia. The purpose of the *Gifted Education (0357)* SSS was to determine whether (0357) is appropriate for Kentucky Gifted teachers and, if so, to determine an appropriate passing score.

The Standard Setting Study Panel was composed of 10 experts. These experts included Gifted and talented teachers and higher education faculty who work with gifted and talented programs. Panelists rated test specifications according to job relevancy to an entry-level teacher in Kentucky: (1=Very Important; 2=Important; 3=Somewhat Important; 4=Not Important). Kentucky’s decision rules for validating a test for state use require at least 70% of the test specifications to be rated 1 or 2. There are five test specifications for (0357). 100% of the panelists judged four of the five specifications as 1 or 2. 90% of the panelists judged one of the five specification areas as 1 or 2. The panel recommends a passing score of 146. This score was derived from the members’ item level judgments.

<i>Gifted Education (0357)</i>		National Percentile Ranking*	National Pass Rate*	National Subpopulation Pass Rate 2006-2007		
				Female	Male	Other
Proposed Passing Score	146	7.9	92%	91.7%	<5	<5
Southern Regional Education Board (SREB) Average	159	34.2	66%	66.7%	<5	<5

Interdisciplinary Early Childhood Education (IECE) (0023)

September 2006 EPSB hosted a review of the EPSB administered IECE test. The review panel, composed of higher education experts and a classroom teacher, agreed unanimously that the IECE test was not current and valid for certifying incoming teachers; therefore, the EPSB suspended the test effective November 2006 and soon posted an RFI for development of a new IECE test.

July 2007, the EPSB, in coordination with the ETS, convened a committee of Kentucky IECE teachers and teacher-educators to develop a new IECE test. June 2008, a SSS was held to verify that the new test is appropriate for certifying Kentucky IECE teachers and to determine the passing score.

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The Praxis II *IECE (0023)* SSS Panel was composed of 11 experts. These experts included early childhood teachers and higher education faculty who work with early childhood and special education programs. Panelists rated test specifications according to job relevancy to an entry-level teacher in Kentucky: (1=Very Important; 2=Important; 3=Somewhat Important; 4=Not Important). Kentucky's decision rules for validating a test for state use require at least 70% of the test specifications to be rated 1 or 2. There are six test specifications for *(0023)*. 100% of the panelists judged each of the six specifications as 1 or 2.

Following the validation of the test items, the SSS Panel determined that the passing score for entry-level teachers in Kentucky should be 65. This means that examinees must answer 65 of the 100 items in the test correctly in order to reach the standard recommended by the panel.

The passing score of 65 is expressed in raw score units, that is, the number of questions answered correctly. But reported scores on Praxis exams are expressed in "Scaled Score" units ranging from 100 to 200. For every Praxis test, therefore, a conversion table is calculated showing the correspondence between the raw and scaled scores. Since the *IECE (0023)* is a brand new test, this information will not be available until after the first group of test takers completes the test at the November 15, 2008 test administration.

Although the test will be available beginning with the November 2008 Praxis II test administration, in the past, the Board has provided a one-year window before adding the requirement for certification. Provided the Board agrees, staff intends to recommend the test be required effective September 1, 2009.

Issue 5: Test Code and Scale Score Change

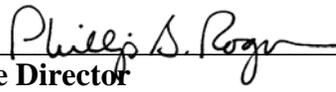
ETS is transitioning the older NTE scaled tests (250-990 scale) to the Praxis score scale (100-200). Therefore, effective September 1, 2008 test codes and scores changed for the two tests are listed below.

Test	Current Code	Current Score	New Code	Passing Score on New Scale
<i>Family Consumer Sciences</i>	<i>0120</i>	600	<i>0121</i>	162
<i>School Psychologist</i>	<i>0400</i>	630	<i>0401</i>	161

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Executive Director

Date:

August 18, 2008

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 6:010. Written examination prerequisites for teacher certification.**

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

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

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

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

14 Section 2. The Education Professional Standards Board shall require the test or tests and
15 passing scores identified in this section for each new teacher applicant and each teacher seeking
16 an additional certificate.

17 (1) An applicant for Interdisciplinary Early Childhood Education certification (birth to
18 primary) shall take the “Interdisciplinary Early Childhood Education (0023) with a passing score
19 of ???.

20 (2) An applicant for Elementary certification (grades P-5) shall take “Elementary Education:
21 Content Knowledge (0014)” with a passing score of 148.

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1 (3) An applicant for certification at the middle school level (grades five (5) through nine (9))
2 shall take the content test or tests based on the applicant’s content area or areas with the
3 corresponding passing scores as identified in this subsection:

4 (a) Middle School English and Communications:

5 1. “Middle School English Language Arts (0049)” - 157; or

6 2. “English Language, Literature and Composition: Content Knowledge (0041)” –
7 160; and

8 3. “English Language, Literature and Composition: Essays (0042)” – 155;

9 (b) Middle School Mathematics:

10 1. “Middle School Mathematics (0069)” - 151; or

11 2. “Mathematics: Content Knowledge (0061)”-125; and

12 3. “Mathematics: Proofs, Models and Problems, Part 1 (0063)”-141;

13 (c) Middle School Science: “Middle School Science (0439)” - 144;

14 (d) Middle School Social Studies:

15 1. “Middle School Social Studies (0089)” – 149; or

16 2. “Social Studies: Content Knowledge (0081)” – 151; and

17 3. “Social Studies: Interpretation of Materials (0083)” – 159.

18 (4) An applicant for certification at the secondary level (grades eight (8) through twelve (12))
19 shall take the content test or tests corresponding to the applicant's content area or areas with the
20 passing scores identified in this subsection:

21 (a) Biology: “Biology: Content Knowledge (0235)” - 146;

22 (b) Chemistry: “Chemistry: Content Knowledge (0245)” - 147;

23 (c) Earth Science: “Earth and Space Sciences: Content Knowledge (0571)” – ???;

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1 (d) English:

2 1. "English Language, Literature and Composition: Content Knowledge (0041)" -

3 160; and

4 2. "English Language, Literature and Composition Essays (0042)" - 155;

5 (e) Mathematics:

6 1. "Mathematics: Content Knowledge (0061)" - 125; and

7 2. "Mathematics: Proofs, Models and Problems, Part 1 (0063)" - 141;

8 (f) Physics: "Physics: Content Knowledge (0265)" - 133; and

9 (g) Social Studies:

10 1. "Social Studies: Content Knowledge (0081)" - 151; and

11 2. "Social Studies: Interpretation of Materials (0083)" - 159.

12 (5) An applicant for certification in all grades shall take the content test or tests
13 corresponding to the applicant's area or areas of specialization with the passing scores identified
14 in this subsection:

15 (a) Art:

16 1. "Art: Content Knowledge (0133)" - 158; and

17 2. "Art Making (0131)" - 154;

18 (b) French: "French: Content Knowledge (0173)" - 159;

19 (c) German: "German: Content Knowledge (0181)" - 157;

20 (d) Health: "Health Education (0550)" - 630;

21 (e) Integrated Music:

22 1. "Music: Content Knowledge (0113)" - 154; and

23 2. "Music: Concepts and Processes (0111)" - 145;

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1 (f) Instrumental Music:

2 1. “Music: Content Knowledge (0113)” - 154; and

3 2. “Music: Concepts and Processes (0111)” - 145;

4 (g) Vocal Music:

5 1. “Music: Content Knowledge (0113)” - 154; and

6 2. “Music: Concepts and Processes (0111)” - 145;

7 (h) Latin: “Latin (0600)” - 700;

8 (i) Physical Education:

9 1. “Physical Education: Content Knowledge (0091)” - 147; and

10 2. “Physical Education: Movement Forms-Analysis and Design (0092)” - 151;

11 (j) School Media Librarian: “Library Media Specialist (0310)” - 640; or

12 (k) School Psychologist: “School Psychologist (0401)” – 161;

13 (l) Spanish: “Spanish: Content Knowledge (0191)” – 160.

14 (6) An applicant for certification for teacher of exceptional children in Communication
15 Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign
16 Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take the content test or
17 tests based on the applicant's area or areas of specialization with the corresponding passing
18 scores as identified in this subsection:

19 (a) Communication Disorders:

20 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

21 and

22 2. “Speech-Language Pathology (0330)” - 600;

23 (b) Hearing Impaired:

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1 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

2 and

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

4 (c) Hearing Impaired With Sign Proficiency:

5 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

6 2. “Education of Deaf and Hard of Hearing Students (0271) – 167”; and

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

8 a. “Sign Communication Proficiency Interview (SCPI)”; or

9 b. “Educational Sign Skills Evaluation (ESSE)”; and

10 (d) Learning and Behavior Disorders:

11 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

12 and

13 2. “Education of Exceptional Students: Mild to Moderate Disabilities (0542)” -
14 172;

15 (e) Moderate and Severe Disabilities:

16 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

17 and

18 2. “Education of Exceptional Students: Severe to Profound Disabilities (0544)” –
19 156;

20 (f) Visually Impaired:

21 1. “Education of Exceptional Students: Core Content Knowledge (0353)” - 157;

22 and

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

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1 (7) An applicant for Career and Technical Education certification to teach in grades 5-12
2 shall take the content test or tests corresponding to the applicant's area or areas of specialization
3 with the passing scores identified in this subsection:

4 (a) Agriculture: "Agriculture (0700)" - 520;

5 (b) Business and Marketing Education: "Business Education (0100)" - 590;

6 (c) Family and Consumer Science: "Family and Consumer Sciences (0121)" - 162;

7 (d) Technology Education: "Technology Education (0050)" - 600; or

8 (e) An applicant for Industrial Education shall take the content test or tests corresponding
9 to the applicant's area or areas of specialization with the passing scores identified in
10 16 KAR 6:020.

11 (8) An applicant for a restricted base certificate in the following area or areas shall take the
12 content test or tests based on the applicant's area or areas of specialization with the
13 corresponding passing scores as identified in this subsection:

14 (a) English as a Second Language: "English to Speakers of Other Languages (0360)" -
15 620;

16 (b) Speech/Media Communications: "Speech Communication (0220)" - 580; or

17 (c) Theater: "Theatre (0640)" - 630.

18 (9) An applicant for an endorsement in the following content area or areas shall take the
19 content test or tests based on the applicant's area or areas of specialization with the passing
20 scores identified in this subsection:

21 (a) English as a Second Language: "English to Speakers of Other Languages (0360)" -
22 620;

1 (b) Learning and Behavior Disorders, grades 8-12: “Education of Exceptional Students:
2 Mild to Moderate Disabilities (0542)” – 172; or

3 (c) Gifted Education, grades P-12: “Gifted Education (0357)” – 146.

4 Section 3. In addition to the content area test or tests established in Section 2 of this
5 administrative regulation, the pedagogy tests and passing scores identified in this section shall be
6 required for each new teacher applicant. If an individual is seeking additional certification in any
7 area, the applicant shall only take one (1) of the pedagogy tests identified in this administrative
8 regulation.

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

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

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

15 (4) An applicant for certification in all grades with a content area (e.g., art, music, etc.) shall
16 take either:

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

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

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

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

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1 (6) An applicant for Career and Technical Education certification in grades five (5) through
2 twelve (12) shall take either:

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

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

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

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

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

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

10 ~~[Section 2. The Education Professional Standards Board shall require the test or tests and passing~~
11 ~~scores identified in this section for each new teacher applicant and each teacher seeking an~~
12 ~~additional certificate.~~

13 ~~(1) An applicant for elementary certification shall take Elementary Education: Content~~
14 ~~Knowledge (0014) with a passing score of 148.~~

15 ~~(3) An applicant for middle school certification shall take the middle school content test or~~
16 ~~tests based on the applicant’s content area or areas with passing scores as identified in this~~
17 ~~subsection:~~

18 ~~(a) Middle School Mathematics (0069) —148;~~

19 ~~(b) Middle School Science (0439) —139;~~

20 ~~(c) Middle School English Language Arts (0049) —157; or~~

21 ~~(d) Middle School Social Studies (0089) —149.~~

22 ~~(4) An applicant for certification for teacher of exceptional children in Communication~~
23 ~~Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign~~

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1 ~~Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test~~
2 ~~or test based on the applicant's content area or areas with the corresponding passing scores as~~
3 ~~identified in this subsection:~~

4 ~~(a) Communication disorders:~~

5 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) — 157; and~~

6 ~~2. Speech Language Pathology (0330) — 600;~~

7 ~~(b) Learning and behavior disorders:~~

8 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) — 157; and~~

9 ~~2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) — 172;~~

10 ~~(c) Moderate and severe disabilities:~~

11 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) — 157; and~~

12 ~~2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation~~
13 ~~(0321) — 146;~~

14 ~~b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching~~
15 ~~Students with Mental Retardation (0321) — 146 or Education of Exceptional Students: Severe to~~
16 ~~Profound Disabilities (0544) — 156;~~

17 ~~e. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound~~
18 ~~Disabilities (0544) — 156;~~

19 ~~(d) Hearing impaired:~~

20 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) — 157; and~~

21 ~~2. Education of Deaf and Hard of Hearing Students (0271) — 167;~~

22 ~~(e) Hearing impaired with sign proficiency:~~

23 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) — 157;~~

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- 1 ~~2. Education of Deaf and Hard of Hearing Students (0271)—167; and~~
- 2 ~~3. One (1) of the following tests with a passing score of "Intermediate Level":~~
- 3 ~~a. Sign Communication Proficiency Interview (SCPI); or~~
- 4 ~~b. Educational Sign Skills Evaluation (ESSE); and~~
- 5 ~~(f) Visually impaired:~~
- 6 ~~1. Education of Exceptional Students: Core Content Knowledge (0353)—157; and~~
- 7 ~~2. Teaching Students with Visual Impairments (0280)—700.~~
- 8 ~~(5) An applicant for certification at the secondary level shall take the content test or tests~~
- 9 ~~corresponding to the applicant's content area or areas with the passing scores identified in this~~
- 10 ~~subsection:~~
- 11 ~~(a) Biology: Content Knowledge (0235)—146;~~
- 12 ~~(b) Chemistry: Content Knowledge (0245)—147;~~
- 13 ~~(c) English:~~
- 14 ~~1. English Language and Literature: Content Knowledge (0041)—160; and~~
- 15 ~~2. English Language, Literature and Composition Essays (0042)—155;~~
- 16 ~~(d) Social Studies:~~
- 17 ~~1. Social Studies: Content Knowledge (0081)—151; and~~
- 18 ~~2. Social Studies: Interpretation of Materials (0083)—159;~~
- 19 ~~(e) Mathematics:~~
- 20 ~~1. Mathematics: Content Knowledge (0061)—125; and~~
- 21 ~~2. Mathematics: Proofs, Models, and Problems (0063)—141;~~
- 22 ~~(f) Physics: Content Knowledge (0265)—133; and~~
- 23 ~~(g) Earth Science: Content Knowledge (0571)—145.~~

Agenda Book

- 1 ~~(6) An applicant for certification in all grades in the following content area or areas shall take~~
2 ~~the content test or tests with the passing scores as identified in this subsection.~~
- 3 ~~(a) Art:~~
- 4 ~~1. Art Content Knowledge (0133) 158; and~~
5 ~~2. Art Making (0131) 154;~~
- 6 ~~(b) French: French: Content Knowledge (0173) 159;~~
- 7 ~~(c) German: German: Content Knowledge (0181) 157;~~
- 8 ~~(d) Health: Health Education (0550) 630;~~
- 9 ~~(e) Latin: Latin (0600) 700;~~
- 10 ~~(f) Integrated music:~~
- 11 ~~1. Music: Content Knowledge (0113) 154; and~~
12 ~~2. Music: Concepts and Processes (0111) 145;~~
- 13 ~~(g) Vocal music:~~
- 14 ~~1. Music: Content Knowledge (0113) 154; and~~
15 ~~2. Music: Concepts and Processes (0111) 145;~~
- 16 ~~(h) Instrumental music:~~
- 17 ~~1. Music: Content Knowledge (0113) 154; and~~
18 ~~2. Music: Concepts and Processes (0111) 145;~~
- 19 ~~(i) Physical education:~~
- 20 ~~1. Physical Education: Content Knowledge (0091) 147; and~~
21 ~~2. Physical Education: Movement Forms Analysis and Design (0092) 151;~~
- 22 ~~(j) Spanish: Spanish: Content Knowledge (0191) 160;~~
- 23 ~~(k) School Media Librarian: Library Media Specialist (0310) 640; or~~

Agenda Book

1 ~~(1) School Psychologist: NTE Specialty Area Examination—630.~~

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

5 ~~(a) Agriculture: Agriculture (0700)—520;~~

6 ~~(b) Business and Marketing Education—Business Education (0100)—590;~~

7 ~~(c) Family and Consumer Sciences (0120)—600;~~

8 ~~(d) Technology Education—Technology Education (0050)—600; or~~

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

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

13 ~~(a) English as a Second Language: English to Speakers of Other Languages (0360)—620;~~

14 ~~(b) Speech/Media Communications: Speech Communication (0220)—580; or~~

15 ~~(c) Theater: Theatre (0640)—630.~~

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

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

19 ~~(b) Learning and Behavior Disorders, grades 8-12: Education of Exceptional Students: Mild~~
20 ~~to Moderate Disabilities (0542)—172.~~

21 ~~Section 3. In addition to the content area test or tests established in Section 2 of this~~
22 ~~administrative regulation, the pedagogy tests and passing scores identified in this section shall be~~
23 ~~required for each new teacher applicant. If an individual is seeking additional certification in any~~

Agenda Book

1 area, the applicant shall only take one (1) of the pedagogy tests identified in this administrative
2 regulation.

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Book

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

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

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

4 Section 4. Assessment Recency. (1) A passing score on a test established at the time of
5 administration shall be valid for the purpose of applying for certification for five (5) years from
6 the test administration date.

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

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

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

15 (a) The Educational Testing Service;

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

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

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

Agenda Book

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

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

7 Section 6. An applicant shall pay the appropriate examination fee established by the
8 Educational Testing Service or other authorized test administrator for each relevant test required
9 to be taken.

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

13

Agenda Book

1 Approved:

2

3

4

5

6 _____
Date

7

Ms. Lorraine Williams, Vice-Chairperson
Education Professional Standards Board

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on May 30, 2008 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 2, 2008. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact Person: Alicia A. Sneed, Director of Legal Services
Education Professional Standards Board
100 Airport Road, Third Floor
Frankfort, KY 40601
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the written examination prerequisites and the corresponding passing scores for teacher certification.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to teacher candidates of the assessment requirements for obtaining and maintaining a teaching certificate.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.020 requires a certificate of legal qualifications for any public school position for which a certificate is issued. KRS 161.028 requires the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030 places the responsibility of selecting the assessments and determining the minimum acceptable level of achievement on each assessment on the Education Professional Standards Board.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the required teacher certification assessments and their corresponding minimum acceptable scores.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: The amendment adds to the current assessment requirements for middle school English, middle school math, and middle school social studies the option to take the assessments required for those same secondary certification areas. Any other proposed changes to this regulation are designed to improve the clarity of the regulation.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to establish testing options for middle school English, mathematics, and social studies certification.

(c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes, KRS 161.020, 161.028, and 161.030, govern the certification of professional school personnel and grant the Education Professional Standards Board

Agenda Book

certification authority and the responsibility for establishing the requirements for obtaining and maintaining a certificate. This amendment establishes the required assessments and corresponding passing scores for Kentucky teacher certification.

(d) How the amendment will assist in the effective administration of the statutes: This amendment more closely aligns assessment options with teacher preparation program requirements and opportunities within an actual school setting.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 29 educator preparation programs, and educators seeking new and additional teacher certification.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts will not be required to take any additional action. The educator preparation programs will need to continue to direct students to the Education Professional Standards Board website for current assessment requirements. Applicants will need to continue to refer to the Education Professional Standards board website for current assessment requirements.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should not be any additional cost to the entities impacted by the regulation.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The districts will be positively affected by the increase in availability of properly certified teachers. The educator preparation programs will be positively affected by the possibility of exiting potential educators who are properly certified for more than one grade range. The applicants will be positively affected by the option to complete fewer tests and opportunity to apply for a broader range of certified vacancies.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

Agenda Book

(a) Initially: None

(b) On a continuing basis: None

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering does not apply since all candidates for each certificate will be held to the same standard.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 6:010
Sneed

Contact

Person: Alicia

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts, regional universities and the Education Professional Standards Board.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. There should be none.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated.

(c) How much will it cost to administer this program for the first year? There should be no revenue generated.

(d) How much will it cost to administer this program for subsequent years? There should be no revenue generated.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a revenue costing regulation, but merely establishes the testing requirements for teacher candidates to obtain certification.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

2008-09 Meeting Dates

Applicable Statute:

KRS 161.028

Applicable Goal:

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

Background:

As stipulated in KRS 161.028, regular meetings of the board shall be held at least semi-annually on call of the chair. A recommended calendar for 2008-09 is on page 23. In an effort to economize, staff recommends eliminating two regular meetings (June and October) as well as the winter and summer retreat. The Sunday night prior to board meetings will be utilized for board ideas and discussion. It is estimated that \$15,400.00 will be saved by eliminating these meetings.

Alternative Actions:

1. Approve the meeting calendar for 2008-09 as recommended
2. Revise and approve the meeting calendar for 2008-09

Staff Recommendation:

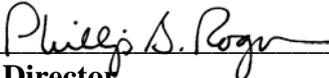
Alternative 1

Rationale:

Meeting dates and places must be scheduled as far in advance as possible to ensure availability of facilities.

Contact Person:

Ms. Ashley Abshire
Executive Assistant
(502) 564-4606
E-mail: ashley.abshire@ky.gov



Executive Director

Date:

August 18, 2008

2008-09 Proposed EPSB Meeting Dates

Monday, August 18, 2008

Monday, September 22, 2008

Monday, November 17, 2008

Monday, January 26, 2009

Monday, March 16, 2009

Monday, May 18, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item

EPSB staff requests approval to authorize the executive director to enter into contracts to conduct normal business operations.

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)
KRS 161.017 (3)

Applicable Goal

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.

Issue

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contracts to conduct normal business operations?

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006 EPSB meeting.

Purpose of the contracts:

1. EPSB has received and Memorandum of Agreement (MOA) from the U.S. Department of Defense to operate a Spouses to Teachers Program in connection with our Troops to Teachers program. The MOA outlines the allowable expenditures and the terms and conditions for the receipt of funds for this program. A budget of \$72,000 has been submitted for the 1st year.
 - Approximate cost of the contract: \$72,000
 - Impact on budget: This MOA is for the receipt of grant funds from the federal government. It will have no impact on the EPSB expenditure budget.
 - Type of entity providing service: N/A
 - Bidding process: Not required to bid.
 - Singular vs. continuing service: Continuing
2. EPSB needs to enter into a Memorandum of Agreement (MOA) with the Kentucky Virtual Campus (KYVC) at the Council for Post Secondary Education. This agreement is to establish the services and costs for KYVC to operate as an eLearning Application Service Provider to enable EPSB to provide online courses and

Agenda Book

professional development on Ky Educators.org. The fee for service is based on an estimated number of enrollment slots for a year (2,500) at a cost of \$7.50 per user. This replaces an agreement where KYVC and EPSB shared equally in all revenue received from KyEducators.org. This is a one year agreement beginning July 1, 2008 through June 30, 2009.

- Approximate cost of the contract: \$18,750
 - Impact on budget: This MOA does not affect general fund expenditures because it will be charged to the agency restricted funds for the CEO program. The cost of this contract should be offset by an increase in revenue resulting from receiving 100% of the revenue from KyEducators.org, instead of sharing it 50/50 with KYVC.
 - Type of entity providing service: State agency
 - Bidding process: Not required to bid.
 - Singular vs. continuing service: Continuing
3. EPSB has received and Memorandum of Agreement (MOA) from the Department of Career and Technical Education to provide a minimum of \$200,000 of funding to support the KTIP program for interns that are in career and technical schools or instruction. The MOA outlines the allowable expenditures and the terms and conditions for the receipt of funds for this program. This funding is provided to EPSB as a sub-grant of the Federal Perkins Grant.
- Approximate cost of the contract: \$200,000+
 - Impact on budget: This MOA is for the receipt of grant funds from the Department of Career and Technical Education. It will have no impact on the EPSB expenditure budget.
 - Type of entity providing service: State agency
 - Bidding process: Not required to bid.
 - Singular vs. continuing service: Singular

Alternative Actions

1. Authorize the executive director to enter into all of the contracts referenced above.
2. Do not approve any of the contracts referenced above.
3. Authorize the executive director to enter into only certain contracts described above and disapprove the others.

Staff Recommendation

Alternative 1

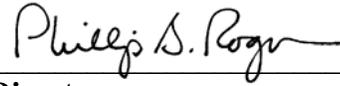
Rationale

These contracts are consistent with current operations and will be necessary to continue program services in the areas that they support.

Agenda Book

Contact Person:

Mr. Gary W. Freeland
Deputy Executive Director
(502) 564-4606
E-mail: garyw.freeland@ky.gov



Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Asbury College, Master of Arts in Education for Rank II and I Programs and Teacher Leader Endorsement

Applicable Statutes and Regulation:

KRS 161.028, 161.048
16 KAR 5:010, Section 12

Applicable Goal:

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.

Issue:

Should the Education Professional Standards Board (EPSB) approve Asbury College's request for a Teacher Leader Master of Arts in Education Program and Endorsement and Rank II and I Programs?

Background:

With the changing role of the career educator, professional preparation beyond the initial licensure phase presents some unique concerns and issues. Educators need rigorous and relevant rank change/master's degree programs that equip them to move student learning to higher levels. After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders.

The Master's Redesign, Guidelines, and Standards Committees each made recommendations in response to the board's original charge. The Master's Redesign Committee was charged with redesigning programs for rank change to become not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's will develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences.

All committee work was completed by May 2007, and the EPSB approved the recommendations and regulatory changes that became effective February 2008. The first proposal for the new Teacher Leader master's was submitted by Asbury College. This proposal has been reviewed by both the Master's Review Committee and staff. Asbury College responded to concerns and questions posed by the review committee and staff.

Agenda Book

Concerns have been addressed to the satisfaction of the Master's Review Committee; the recommendation for approval is listed below. (An Executive Summary is attached.)

Group Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the Asbury College request for the Master of Arts in Education for Rank II and I Teacher Leader Endorsement proposal.
2. Modify and approve the Asbury College request for the Master of Arts in Education for Rank II and I and Teacher Leader Endorsement proposal.
3. Do not approve the Asbury College request for the Master of Arts in Education Rank II and I and Teacher Leader Endorsement proposal.

Committee Recommendation:

Alternative 1

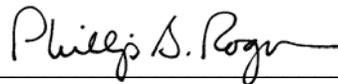
Rationale:

The Master's Review Committee recommends approval for the Asbury College Master of Arts in Education for Rank II and I and Teacher Leader Endorsement program proposal. The college presented a signed agreement of collaboration with the Jessamine School District. In addition to recommending program approval, the committee commended the college for the following aspects of its proposal:

- 1) Use of district schools and involvement of community
- 2) Ongoing evaluation of program effectiveness
- 3) Use of mixed delivery methods to accommodate working professionals
- 4) Real-life tasks connected to real schools, real data, and real students

Contact Person:

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



Executive Director

Date:

August 18, 2008



EXECUTIVE SUMMARY

Program Description:

The graduate education program in “Teacher as Leader” qualifies credentialed teachers, who desire a Rank II or I, to complete requirements for a Masters of Arts in Education in developing skills to serve as leaders for today’s schools striving for excellence. An exciting aspect of this new program is our partnership with P-12 educators who will assist in program delivery providing a high level of authenticity to our preparation of highly qualified leaders. The goal of this new program in educational leadership is to produce teachers who exemplify moral excellence and are highly qualified in curriculum and assessment coupled with strong training in leadership to positively impact the learning of all P-12 students. Therefore, all classroom and field experiences in this program are guided by the graduate education unit’s theme of preparing *Facilitators of Student Success and Professional Community* and aligned to the Kentucky Teacher Standards (I-X), as well as to Asbury’s unique standard addressing teacher dispositions (XI).

Rationale for the Program:

The “Teacher as Leader” program, responding to a widespread need for highly qualified leaders, will prepare caring, competent and highly skilled professional educators who will provide leadership for today’s schools across Kentucky, nationwide, and around the world. This preparation will focus on instructional leadership with an emphasis on coaching colleagues, building and leading small learning communities, and improving instruction from the inside out and the outside in. Asbury College’s current success with preparing quality educators in collaboration with our public school partners sets the stage for a distinctive leadership program.

Continuous Assessment:

The Graduate Program Continuous Assessment Model, a checkpoint (gating) process, serves as the mechanism for evaluating candidates’ competence levels compared to the prescribed Kentucky Teacher Standards. Candidates must pass appropriate criteria to receive admission to the graduate program. After completing 12-15 credit hours, the candidates must then apply to their specific program of studies (Gate V). The exit requirements include a portfolio and a presentation of the candidate’s action research project (Gate VI). These assessment procedures incorporate external (public school partners) and internal (college faculty in education and Arts & Science faculty) raters and solicit program improvement feedback from these stakeholders.

Unique Program Features:

In addition to the alignment of professional courses with the Kentucky Teacher Standards, unit faculty aligned the course content to the Interstate School Leaders Licensure Consortium (ISLLC) standards. The research-based curriculum is delivered with a blended format of web-enhanced and face-to-face instruction. The program is designed for the working professional with creative intensive workshops, weekend instruction, diverse experiences, focused instructional modules and collaborative events with the Kentucky Leadership Academy featuring national consultant events and opportunities to study with highly skilled educators, school principals and district leaders. Within each course, the Teacher as Leader program will have a required field experience designated as a module to be completed in a classroom, school, or district setting. Each field component will be focused on work within authentic leadership settings such as engaging in small learning communities, participating in school improvement planning, conducting action research, or using various teaching strategies and gathering data on effectiveness of the strategies. Field experiences will involve co-mentorship, that is, a mentor from Asbury and a mentor from the school or district will work with the candidates to offer support, guidance, and expertise in the specific area of study.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Campbellsville University – English as a Second Language P-12 Endorsement
(Advanced Level)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

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.

Issue:

Should the EPSB approve the following educator preparation program addition?

CAMPBELLSVILLE UNIVERSITY

8.0 ENDORSEMENTS

English as a Second Language P-12 (Advanced Level)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is attached.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

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

Recommendation:

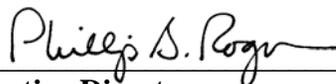
Alternative 1

Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining program requirements for program approval as established by the EPSB.

Contact Person:

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



Executive Director

Date:

August 18, 2008

EXECUTIVE SUMMARY

Theme of Unit: Empowerment for Learning

Brief Description of Continuous Assessment Plan: The TESL Endorsement Program shares the same continuous assessment plan as the other School of Education programs (CAP 5 for admission, CAP 6 for midway and CAP 7 for exit) with some modifications. Modifications include acceptance into the TESL Endorsement Program, an interview with an advisor midway through the endorsement, completion of the 30 hours of field experience and a program completion exit interview with an advisor.

Unique Features of Program: The Campbellsville University ESL Institute, located on campus, is a resource for exposure to a large population of international students. The Montgomery Library is also a resource, and has at least 70 books in its holdings related to this program. There are also many books housed in the ESL Institute, which are available for use in the TESL Advanced Level Endorsement Program. The Campbellsville University Office of International Education is another resource, coordinating and offering many study abroad opportunities and exchange partnerships with schools abroad. The TESL Endorsement courses at the advanced level will be held onsite on the campus of Campbellsville University. They are carefully aligned with EPSB requirements and include field experiences with P-12 students in school districts with ELL students. They also focus on a variety of strategies used in KY with LEP students, including sheltered English and immersion.

Rationale for ESL Advanced Level Endorsement Program Proposal: The rationale for beginning this program is based on the desperate and fast-growing need in our Commonwealth. Information from the Kentucky Department of Education states that, “Kentucky schools serve approximately 8,500 students whose primary language is not English, and who have been formally identified as English Language Learners (ELL). The state ELL enrollment represents a 24% increase from the previous year, and a 316.7% increase over the past ten years, one of the highest growth rates in the nation.” These numbers include ELL, immigrant and refugee students. It is the hope that many educators in this region will choose to take this endorsement as part of their MAE, Advanced Level certification or as an ‘add-on’ endorsement.

This proposal, in an effort to give a comprehensive education in TESL, seeks to address all of the critical topics necessary for a complete understanding of and preparation for assisting the growing population of ELL students in our public schools, while at the same time being reasonable and competitive in the amount of time required to complete this endorsement. This proposal ensures that all of the critical components are included in a manageable 15-credit-hour program.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

Charter for the creation of the Certification Task Force

Applicable Statute or Regulation:

KRS 161.028

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator

Issue:

Should the Education Professional Standards Board create a task force to examine the current regulations governing teacher certification to seek recommendations on how these regulations may better meet the current needs of the marketplace while ensuring that a properly certified and highly qualified teacher is in every classroom in the Commonwealth?

Background:

During the EPSB Board Retreat in June 2008, board members heard a presentation regarding a number of emerging issues in the area of teacher certification. At the conclusion of that discussion, the Board asked the director of certification to compose a charter and solicit membership from stakeholders, particularly district human resources directors, to study these issues and return recommendations to the Board for consideration at a future date.

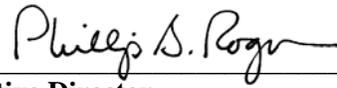
The charter for the Certification Task Force is attached for consideration.

Alternative Actions:

1. Approve the charter for the Certification Task Force
2. Modify the charter for the Certification Task Force
3. Do not approve the charter for the Certification Task Force

Contact Person:

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Executive Director

Date:

August 18, 2008

**CERTIFICATION TASK FORCE
CHARTER
August 2008**

Background:

During its June 2008 retreat, the Kentucky Education Professional Standards Board (EPSB) was presented with a number of current climatic conditions in the area of Kentucky teacher certification and its immediate and future workforce needs. The presentation resulted in discussion concerning if and how EPSB regulations may need to be modified to better meet these needs. The examination was precipitated by a variety of factors seen in today's teaching marketplace. Among these factors are the following: regional teacher shortages in some certification areas, legislative interest in broadening program offerings to develop teachers in mathematics and science, increasing teacher mobility into Kentucky, and current regulations which affect reciprocity in out-of-state certification.

In addition, the EPSB will be re-signing the Interstate Agreement of the National Association of State Directors of Teacher Education and Certification (NASDTEC) in 2010. This agreement, which Kentucky last signed in 2004 to accept teacher certification (under certain conditions) from 19 other states, is a key component in establishing the state's willingness to accept out-of-state teacher certificates via reciprocity. While true reciprocity, i.e., unconditional acceptance of a certification, currently exists in only two states, the Board may want to consider expanding the number of conditions it will accept when considering out-of-state educator certifications. In preparation for the signing of the NASDTEC agreement, the Board believes input from stakeholders will be important in guiding its decisions regarding out-of-state certifications and their acceptance in Kentucky.

Purpose:

The Certification Task Force (CTK) is formed by the Kentucky Education Professional Standards Board to examine the EPSB's teacher certification regulations and how they work to meet the needs of Kentucky public school districts. The CTK is expected to bring recommendations for change in current regulations to better meet these needs while still assuring that every Kentucky student will have a highly qualified and properly prepared teacher in every classroom. The Board believes such an examination is warranted in light of changing conditions in today's climate surrounding teacher supply, especially in the certification areas of mathematics and science.

The group will include district human resources professionals and university representatives, as well as representatives from the Kentucky Department of Education, along with other stakeholders with intimate knowledge and interest in conditions relative to teacher certification.

Scope of Operation:

The Certification Task Force is charged with examining current certified personnel needs and their relationship to EPSB regulations governing teacher certification. The CTF must

Agenda Book

remain within statutory boundaries, but it may recommend regulatory, statutory, and policy changes to EPSB. All task force members will be expected to make a time commitment to the work. Members will be reimbursed for travel, lodging, and meals. EPSB staff will provide support to the task force and provide the necessary resources where legally permissible in order for the CTF to accomplish its purpose.

Objectives:

Following a review of pertinent regulations governing teacher certification as well as an examination of the teacher workforce needs in local school districts, the Task Force is asked by the Board to bring forth recommendations in the following areas:

1. The development of further programs for alternative certification within the state;
2. Expanding the grade level permissions of middle school mathematics certificates to allow teaching of additional courses at the high school level;
3. Methods to allow current experienced Kentucky teachers to add certification areas without the completion of an additional teacher preparation program, including modifications to the TC-HQ certification process;
4. Emerging areas in certification, particularly with occupation-based certificates;
5. Use of the proficiency evaluation by universities to aid teachers in adding certification areas;
6. Critical attributes to consider when accepting or rejecting out-of-state certifications and endorsements.

Time Frame:

The Task Force will be expected to complete a final report with specific recommendations by May 30, 2009. The group will provide EPSB with an interim progress report in early 2009.

CERTIFICATION TASK FORCE

MEMBERSHIP ROSTER

Kim Alexander	Eastern Kentucky University
Michael Dailey	KY Department of Education
Bill Eckels	Jefferson County Public Schools
Frank Cheatham	Campbellsville University
Kenneth Galloway	Graves County Public Schools
Cindy Godsey	KY Education Professional Standards Board
Jon Hall	Simpson County Public Schools
Kevin Hub	Madison County Public Schools
Henry Lacy	KY Department of Education
John Marks	Office for Career and Technical Education
Kricket McClure	Henry County Public Schools
Roger Johnson	Pike County Public Schools
Melodee Parker	Fayette County Public Schools
Paul Wirtz	Northern Kentucky University
Mickey Rice	Boyd County Public Schools
Brad Stanley	Owensboro Public Schools
Mike Tolliver	Kenton County Public Schools
Russ Wall	Murray State University

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

Kentucky Teacher Internship Program Appeal

Applicable Statutes and Regulation:

KRS 161.030

16 KAR 7:010, Section 9

Applicable Goal:

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.

Issue:

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

Background:

Pursuant to Section 9 of 16 KAR 7:010 a teacher intern may appeal the decision of the Beginning Teacher Committee. Appeals by teacher interns must be reviewed by a committee of four persons. The Appeals Committee includes one teacher, one principal, one teacher educator, and the Executive Director of the Education Professional Standards Board or his or her designee. The Appeals Committee reviews the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, any written responses from the members of the beginning teacher committee, and all other relevant information as requested by the Appeals Committee.

The Appeals Committee may recommend that the EPSB *uphold* the Beginning Teaching Committee's decision of unsuccessful, *not uphold* the Beginning Teaching Committee's decision of unsuccessful, or *nullify* the internship because of procedural errors so that the intern may have two additional opportunities to successfully complete the internship.

The Appeals Committee met July 23-24, 2008 to review the appeals of five interns. The recommendations made by the Appeals Committee for the interns will be sent under separate cover. The entire files for each intern will be available for review at the August Board meeting.

Alternative Actions:

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

Staff Recommendation:

Alternative Action 1

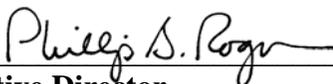
Rationale:

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

Contact Persons:

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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item G

Action Item:

Kentucky Principal Internship Program Appeal

Applicable Statutes and Regulation:

KRS 161.030

16 KAR 7:020, Section 14

Applicable Goal:

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.

Issue:

Should the Education Professional Standards Board approve the recommendation of the Kentucky Principal Internship Program (KPIP) Appeals Committee?

Background:

According to Section 14 of 16 KAR 7:020, if a principal intern is determined by the principal internship committee to have been unsuccessful, the intern may appeal to the Education Professional Standards Board within thirty days of receiving notice that the internship has been deemed unsuccessful. The appeal is then reviewed by a KPIP Appeals Committee.

The Appeals Committee must include one principal, one superintendent or designee, one administrator educator, and one employee of the Education Professional Standards Board who shall serve as the designee of the Executive Director. The Appeals Committee reviews the written appeal by the principal intern, all principal internship committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the principal internship committee.

The Appeals Committee may recommend that the EPSB *uphold* the principal internship committee's decision of unsuccessful, *not uphold* the principal internship committee's decision of unsuccessful, or *nullify* the internship because of procedural errors so that the principal intern may have two additional opportunities to complete the internship successfully .

The KPIP Appeals Committee met June 24, 2008, to review the appeal of one principal intern. Documents reviewed for the intern include the appeal letter, the written response of the principal internship committee, the confirmation of employment, the Assurance Agreement for an assistant principal intern, the committee meeting checklists, the

Agenda Book

Kentucky Principal Internship Program observation forms, the KPIP observation summary forms, the professional growth targets, the principal mentor time sheet and travel form, and the intern's portfolio.

The KPIP Appeals Committee recommendation for the intern will be sent under separate cover. The entire intern file, including portfolio, will be available for review at the August Board meeting.

Alternative Actions:

1. Approve the KPIP Appeals Committee recommendation.
2. Do not approve the KPIP Appeals Committee recommendation.

Staff Recommendation:

Alternative Action 1

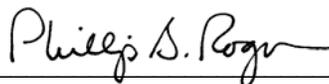
Rationale:

The Education Professional Standards Board issues a final decision for the appeal reviewed by the KPIP Appeals Committee and may consider the committee's recommendation and the records reviewed. The KPIP Appeals Committee followed proper review procedures under the guidance of an EPSB attorney, and the staff believes its recommendations are sound.

Contact Persons:

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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request to waive language in 16 KAR 6:010 pertaining to music all grades certification assessment requirements

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 requiring an individual pursuing music all grades certification to successfully complete the Praxis II *Principles of Learning and Teaching (0522, 0523, or 0524)*, *Music: Content Knowledge (0113)*, and *Music: Concepts and Processes (0111)*, and accept in their place the *Florida Teacher Certification Examination (FTCE) General Knowledge Test* and *FTCE Subject Area Examination (SAE) Music K-12*?

Background:

Kentucky requires the following Praxis II tests for music all grades certification:

- *Principles of Learning and Teaching (PLT): Grades K-6 (0522), Grades 5-9 (0523), or 7-12 (0524)*
- *Music: Content Knowledge (0113)*
- *Music: Concepts and Processes (0111)*

To determine whether the *FTCE General Knowledge* and *SAE Music K-12* tests are equivalent to the *PLT (0522, 0523, or 0524)*, *Music (0113)*, and *Music (0111)*, staff reviewed the *FTCE Competencies and Skills Guides* and the Educational Testing Service (ETS) *Test at a Glance* documents. Below is a summary of the review.

The Praxis II *PLT (0522, 0523, and 0524)* two-hour tests contain 12 short-answer and 24 multiple-choice items. The tests cover the following topics:

- Instruction and Assessment
- Students as Learners
- Teacher Professionalism
- Communication Techniques

The Praxis II *Music (0113)* is a two-hour multiple-choice item test. Of the 135 items, 40 are based on musical excerpts. The test covers the following topics:

- Music History and Literature

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- Music Theory
- Performance
- Music Learning (K-12)
- Professional Practices

The Praxis II *Music (0111)* is a one-hour test containing two multi-part constructed-response questions. The questions cover instrument/vocal performance techniques and planning a demonstration of a musical concept.

The *FTCE General Knowledge* test consists of four subtests:

1. Essay—50 minutes
2. English Language Skills (ELS)—40 minutes
3. Reading—40 minutes
4. Mathematics—100 minutes

The *FTCE SAE Music K-12* test is a 105 multiple-choice item test. Of the 105 items, 18 make up the listening portion. There are no essay questions. The test covers the following topics:

- Knowledge of Music Theory, History, and Literature
- Knowledge of Curricula and Instructional Planning
- Knowledge of Instructional and Assessment Procedures
- Knowledge of Professional and Instructional Resources
- Knowledge of Instructional Emphasis: Choral
- Knowledge of Instructional Emphasis: Instrumental
- Knowledge of Instructional Emphasis: General Music

Alternative Actions:

1. Accept the *FTCE SAE Music K-12* in place of the Praxis II *Music: Content Knowledge (0113)*. Do not accept the *FTCE SAE Music K-12* in place of the Praxis II *Music: Concepts and Processes (0111)* and do not accept the *FTCE General Knowledge* or the *FTCE SAE Music K-12* in place of the Praxis II *Principles of Learning and Teaching: (0522), (0523), or (0524)*.
2. Do not accept the *FTCE SAE Music K-12* in place of the Praxis II *Music: Content Knowledge (0113)* and/or *Music: Concepts and Processes (0111)*. Do not accept the *FTCE General Knowledge* or the *FTCE SAE Music K-12* in place of the Praxis II *Principles of Learning and Teaching: (0522), (0523), or (0524)*.

Staff Recommendation:

Alternative Action 1

Rationale:

Based on the Praxis II Test at a Glance documents and the *FTCE* Competencies and Skills Guides, the *FTCE General Knowledge* test covers writing, English, math, and reading and does not include pedagogy. The Praxis II *PLT* is a pedagogy test; therefore, the General Knowledge test is not comparable to the Praxis II *PLT*.

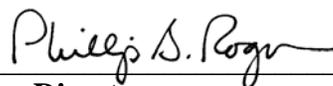
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Though the content topics do not match exactly, the sub-topic information covered in the Praxis II *Music (0113)* test is covered by the *FTCE SAE Music K-12* test. In addition, the length and format of the two tests are very similar.

The Praxis II *Music (0111)* test requires a prospective teacher to describe correct performance techniques related to a specified topic or remedial techniques appropriate for a specified performance problem. It also requires the prospective teacher to design and describe an instructional sequence focusing on a particular musical concept. Neither the *FTCE General Knowledge* test nor the *FTCE SAE Music K-12* test provides the prospective teacher with the opportunity to demonstrate these skills.

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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive language in 16 KAR 6:010 pertaining to exceptional children (P-12) certification assessment requirements

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 requiring an individual pursuing exceptional children certification to successfully complete the Praxis II *Education of Exceptional Children: Core Content Knowledge (0353)* and accept in its place the Praxis II *Special Education: Knowledge-Based Core Principles (0351)*?

Background:

In addition to the specific exceptional education content area test, Kentucky requires an individual seeking exceptional children (P-12) certification to successfully complete *Education of Exceptional Children: Core Content Knowledge (0353)*.

To determine whether the Praxis II *Special Education: Knowledge-Based Core Principles (0351)* is equivalent to the Praxis II *Education of Exceptional Children: Core Content Knowledge test (0353)*, staff reviewed the Educational Testing Service (ETS) Test at a Glance documents and discussed the two tests with the ETS Client Relations Director for Kentucky. The review showed that both tests are one-hour in length and comprise 60 multiple-choice items. Both are designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The tests contain identical content categories. *The Praxis II Education of Exceptional Children: Core Content Knowledge test (0353)* was developed by ETS to replace the Praxis II *Special Education: Knowledge-Based Core Principles (0351)* and has remained part of the Praxis II Series in order to provide user states with adequate time to transfer to the newer test.

Alternative Actions:

1. Accept Praxis II *Special Education: Knowledge-Based Core Principles (0351)* in place of Praxis II *Education of Exceptional Children: Core Content Knowledge (0353)*.

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2. Do not accept Praxis II *Special Education: Knowledge-Based Core Principles (0351)* in place of Praxis II *Education of Exceptional Children: Core Content Knowledge (0353)*.

Staff Recommendation:

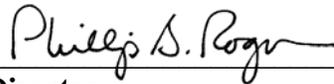
Alternative Action 1

Rationale:

The Praxis II *Special Education: Knowledge-Based Core Principles (0351)* measures the same concepts as the Praxis II *Education of Exceptional Children: Core Content Knowledge (0353)*. *Education of Exceptional Children: Core Content Knowledge (0353)* is actually a newer version of *Special Education: Knowledge-Based Core Principles (0351)*.

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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

Goal II: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Teresa Moberly, Middle School Science, Grades 5-9

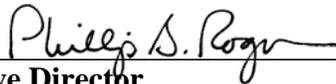
The application will be sent under separate cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

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Division of Certification
(502) 564-4606
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Executive Director

Date:

August 18, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

Goal II: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application(s)?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Katherine Weible, Theatre, Grades P-12

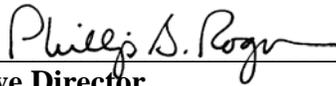
The application will be sent under separate cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

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Executive Director

Date:

August 18, 2008