

Agenda Book  
**EPSB Meeting Agenda**  
**EPSB Offices, 100 Airport Road, Frankfort, KY 40601**  
**May 19, 2008**

**Sunday, May 18, 2008**

**4:30 PM – 5:30 PM (EDT)** New Board Member Orientation

**5:30 PM – 7:00 PM (EDT)** Discussion on the Kentucky Teacher Internship Program (KTIP)  
EPSB Offices, Conference Room A

NO BUSINESS WILL BE CONDUCTED

**Monday, May 19, 2008**

**9:00 AM EDT**      **Call to Order**

**Roll Call**

**Approval of March 17, 2008 Minutes (Pages 1-18)**

**Open Speak**

**Report of the Executive Director**

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Legislative Update (Ms. Alicia Sneed)

**Report of the Chair**

Appointment to the Masters Design Review Committee

**Committee Reports**

CEO Task Force (Dr. Sam Evans)

**Action Items**

- A. 16 KAR 5:020. Standards for Admission to Teacher Education, Amendment, Final Action  
(Ms. Cindy Owen; Dr. Marilyn Troupe) **(Pages 19-30)**
- B. 16 KAR 3:050. Professional Certificate for Instructional Leadership - School Principal, All Grades, Amendment, Final Action (Dr. Troupe; Mr. Michael Carr; Ms. Sneed) **(Pages 31-44)**
- C. EPSB Meeting Schedule (Ms. Ashley Abshire) **(Pages 45-48)**
- D. Accreditation of the Educator Preparation Unit and Approval of Programs, Union College (Dr. Marilyn Troupe) **(Pages 49-56)**

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- E. Approval of Educator Preparation Program Addition: Moderate and Severe Disabilities P-12 (Graduate level – additional certification option), Northern Kentucky University (Dr. Troupe) **(Pages 57-62)**
- F. Approval of Educator Preparation Program Addition: Psychology Grades 8-12 (Bachelor’s level), Asbury College (Dr. Troupe) **(Pages 63-68)**
- G. Approval of Educator Preparation Program Addition: Director of Special Education, Gifted Education P-12 Endorsement (Graduate level) and Rank I, Campbellsville University (Dr. Troupe) **(Pages 69-78)**

### **Waivers**

- A. 16 KAR 6:010. Written Examination Prerequisite for Teacher Certification, Ms. Megan Russell (Ms. Owen) **(Pages 79-82)**
- B. Waivers to Modify the Kentucky Teacher Internship Program (Ms. Owen) **(Pages 83-90)**
- C. Request to Waive a 2004 Board Decision to Notate Periods of Suspension and Revocations on Certificates When Reissued - Mr. William Lee Ward (Ms. Sneed) **(Pages 91-92)**

### **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), (1)(f), 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:  
June 23, 2008  
Marriott Griffin Gate Resort  
Lexington, KY

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*The actions delineated below were taken in open session of the EPSB at the March 17, 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;"><b>Education Professional Standards Board (EPSB)</b> <b>Summary Minutes of the Business Meeting</b> <b>EPSB Offices, 100 Airport Road, 3rd Floor</b> <b>Frankfort, Kentucky</b> <b>March 17, 2008</b></p>
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### **Call to Order**

Chairman Jim Cibulka convened the meeting at 9:00 a.m. (EDT).

### **Roll Call**

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

### **Swearing-In of New Board Members**

Notary Public Ashley Abshire administered the oath to the EPSB's newest board members, Mr. Gregory Ross and Ms. Sandy Sinclair-Curry.

Both Mr. Ross and Ms. Sinclair-Curry expressed that it is an honor to serve on the board. Ms. Sinclair-Curry has 22 years of teaching experience with exceptional high school students in Adair County. Mr. Ross has worked in education for the past 12 years and currently teaches first grade at Morgan Elementary in Paducah, KY.

### **Amendment of the March 17, 2008 EPSB Meeting Agenda**

*Motion made by Ms. Lorraine Williams, seconded by Ms. Cynthia York, to amend the March 17, 2008 EPSB meeting agenda to add Action Item E. KTIP Appeal- Ms. Keeyla Baechle.*

**Vote:** *Unanimous*

### **Recognition of Former EPSB Member**

Chairman Jim Cibulka recognized Ms. Rita Presley with a plaque for her outstanding service to the EPSB. Ms. Presley expressed her gratitude to serve on such a significant board.

### **Approval of January 14, 2008 Minutes**

*Motion made by Dr. Sam Evans, seconded by Ms. Becky Goss, to approve the January 14, 2008 EPSB minutes.*

**Vote:** *Unanimous*

## **Open Speak**

Dr. Paul Wirtz, Dr. Gary Schroeder, and Dr. Alesa Walker, representatives of the Kentucky Association of Colleges for Teacher Education (KACTE), presented the Friends of KACTE award to the EPSB's Division of Certification. Mr. Mike Carr, director of the Division of Certification, introduced his staff to the board and praised them for their hard work.

## **Report of the Executive Director**

### Report from the Kentucky Department of Education

KDE had no report.

### Report from the Council on Postsecondary Education

Mr. John DeAtley reported that CPE approved new Ed. D programs in Educational Leadership at Eastern Kentucky University, Northern Kentucky University, and Western Kentucky University. The programs are anticipated to begin fall 2008. He further reported that the CPE has discussed bringing ACT training back to Kentucky.

### Legislative Update

Ms. Alicia Sneed updated the board on the legislative session. The five new EPSB board members have been confirmed in the House and are awaiting confirmation by the Senate. Ms. Sneed will bring copies of bills that were passed during the legislative session to the board at the May EPSB meeting.

### Introduction of New EPSB Staff Member

Deputy Executive Director Gary Freeland introduced the EPSB's newest staff member, Ms. Rashi Sivaraman. She will be working in the IT division as a database analyst.

### EPSB Charitable Contributions

Executive Director Phillip Rogers expressed his appreciation for the EPSB staff and their thoughtful contributions to Big Brothers/Big Sisters. Twenty bowlers did a great job of raising just over \$1,330 in contributions for the BB/BS campaign—well over last year's amount.

## **Report of the Chair**

### Appointments to the Kentucky Advisory Council on Internships (KACI)

Chairman Cibulka appointed the following individuals to KACI: Judy Thomas, Donald Shively, and Rhonda Callaway.

### Appointment of the Master's Redesign Review Committee

Chairman Cibulka appointed the following individuals to the Master's Redesign Review Committee: Rhonda Branch, Robert Brown, Susanne Burkhardt, John DeAtley, Ann

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French, Denise Grant, Tim Hanner, Cindy Heine, Michael Kral, Roger Marcum, Nancy Newberry, Kathy O'Neill, Liz Storey, Billie Travis, Patricia Trotter, David Weedman, and Diane Woods.

Board member Sam Evans asked that someone with a higher education background serve on the committee. Chairman Cibulka will appoint someone at the upcoming May EPSB meeting.

### **Committee Reports**

There were no committee reports.

### **Information/Discussion Items**

#### 16 KAR 5:020. Standards for Admission to Teacher Education, Amendment, Notice of Intent

Ms. Cindy Owen and Dr. Marilyn Troupe reviewed proposed changes to 16 KAR 5:020. This item will be brought back at the May EPSB meeting for final action.

#### 16 KAR 3:050. Professional Certificate for Instructional Leadership - School Principal, All Grades, Amendment, Notice of Intent

Dr. Troupe reviewed recommended changes to 16 KAR 3:050. This item will be brought back in May for final action.

### Updates to the EPSB Waiver Process

Ms. Alicia Sneed reviewed proposed changes to the EPSB Waiver process. The first proposed change was the inclusion of a one-page form that will act as a summation of the waiver request for board review. On this form the requester will be required to detail the action he/she is requesting the board to approve, the extraordinary circumstances justifying the waiver, and any mitigating factors or efforts to comply with the regulation as written and taken by the requester. The staff note presenting the waiver will list the extraordinary circumstances cited by the requester.

Another proposed change to the waiver process is to develop a board consent agenda for any waivers that receive staff recommendation. This consent agenda will be reviewed by a three-member committee prior to the regularly scheduled meeting. If the committee believes the waiver should be fully reviewed by the entire board, it may remove the waiver from the consent agenda and place it for consideration with the other action items presented at that meeting. Additionally, a board member may remove a waiver from the consent agenda for full discussion if he or she disagrees with or needs more information regarding the proposed action.

To reduce the number of waivers the board reviews, staff will request blanket waivers in situations in which the regulation is repeatedly being waived for the same type of extraordinary circumstances.

These proposed changes will be implemented and reviewed at the June EPSB meeting.

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### Awarded Contracts

Deputy Executive Director Gary Freeland gave contract details on National Board mentoring contracts that were signed by the executive director after approval was given at the November 19, 2007 EPSB meeting.

### Action Items

#### Approval of Contracts

##### **2008-13**

*Motion made by Mr. Kent Juett, seconded by Ms. Rebecca Goss, to authorize the executive director to issue a request for proposal for several personal service contracts and enter into all of the contracts awarded from the RFPs, and to amend the Green River Regional Education Cooperative (GRREC) contract to increase funding to pay the National Board for Professional Teaching Standards (NBPTS) program mentoring fees.*

**Vote:** *Unanimous (Dr. Sam Evans recused on the approval of the GRREC contract)*

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

Ms. Cindy Owen reviewed the proposed changes to 16 KAR 7:010. Vice chair Lorraine Williams gave a few suggestions on improving the IPR.

##### **2008-14**

*Motion made by Ms. Lorraine Williams, seconded by Ms. Zenaida Smith, to approve the proposed changes to 16 KAR 7:010 and the KTIP Intern Performance Record.*

**Vote:** *Unanimous*

#### Approval of the Educator Preparation Program Quality Measurement (EPPQM) Committee's Timeline and Recommendations

##### **2008-15**

**Issue 1:** *Motion made by Dr. Sam Evans, seconded by Dr. Frank Cheatham, to approve the EPPQM committee recommendation to develop a Quality Review Report and replace the existing KEPP Report Card with a more robust set of accountability and constructive measures.*

**Vote:** *Unanimous*

##### **2008-16**

**Issue 2:** *Motion made by Mr. Michael Daily, seconded by Ms. Lorraine Williams, to approve the tentative constructive and accountability timelines and the recommended subcommittee members.*

**Vote:** *Unanimous*

### **Program Approvals**

Kentucky Wesleyan College: Learning and Behavior Disorders P-12 (Bachelor's level dual certification with P-5/5-9)

**2008-17**

*Motion made by Ms. Jennifer Forgy, seconded by Dr. Sam Evans, to approve the proposed educator preparation program addition for Kentucky Wesleyan College.*

**Vote:** *Unanimous*

Murray State University: School Media Librarian Rank I (Rank change only)

**2008-18**

*Motion made by Ms. Jennifer Forgy, seconded by Ms. Cynthia York, to approve the proposed educator preparation program addition for Murray State University.*

**Vote:** *Unanimous*

Lindsey Wilson College: Master of Education (Rank change only)

**2008-19**

*Motion made by Ms. Jennifer Forgy, seconded by Dr. Frank Cheatham, to approve the proposed educator preparation program addition for Lindsey Wilson College.*

**Vote:** *15 – Yes  
1 – Abstain (Ms. Sandy Sinclair-Curry)*

### **Waiver**

16 KAR 8:020. Request to Waive the Requirements for Rank II – Mr. Robert Miller

**2008-20**

*Motion made by Dr. Sam Evans, seconded by Ms. Lorraine Williams, to deny the waiver request.*

**Vote:** *Unanimous*

### **Board Comments**

Chairman Cibulka expressed his concerns that the number of National Board participants has begun to decrease. He emphasized that the board must pay attention to these numbers. Board members agreed that the National Board mentoring program is very important and in line with the mission of the EPSB. Ms. Rebecca Goss suggested that the National Board program be placed on the summer retreat agenda. Dr. Cibulka agreed that this would be a good discussion topic. He said that he will be working with the retreat agenda committee to finalize the agenda, which the board will review at the May EPSB meeting.

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**DISCIPLINARY MATTERS:  
MINUTES OF CASE REVIEW  
March 17, 2008**

*Motion made by Dr. Frank Cheatham, 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) and a personnel matter in accordance with KRS 61.810(1)(f).*

**Vote:** *Unanimous*

*Motion made by Ms. Rebecca Goss, seconded by Ms. Jennifer Forgy, to return to open session.*

**Vote:** *Unanimous*

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

Tom Stull, Greg Ross, Sam Evans, Mary Hammons, Jennifer Forgy, James Cibulka, Frank Cheatham, Bobbie Stoess, Cynthia York, Rebecca Goss, and Sandy Sinclair-Curry.

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

**2008-21**

*Motion made by Dr. Evans, seconded by Ms. York, to extend the employment contract of Dr. Phillip Rogers for another four years and to increase his pay each year by \$400.00 in accordance with state guidelines for 2007 and 2008 .*

**Vote:** *Unanimous*

**INITIAL CASE REVIEW**

<u>Case Number</u>	<u>Decision</u>
07111947	Hear
07112208	Dismiss
07112056	Dismiss
07112367	Defer for proof
07112078	Hear
07112289	Hear
07112047	Defer for proof
07112094	Defer
07112219	Admonish
07112220	Defer
07112370	Admonish
07122623	Defer for proof
07112184	Defer



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07112111	Hear
07112057	Dismiss
08010190	Admonish
08010125	Admonish
07112375	Admonish
07122823	Admonish
07122464	Admonish
07112213	Admonish
07112204	Hear
07111983	Admonish
07112425	Defer for proof
07101643	Admonish
07112079	Admonish
07122525	Hear
07122463	Admonish
07112131	Dismiss
07122523	Defer
07112120	Defer for proof
07101862	Hear
07112129	Admonish
07112218	Hear
07111984	Hear
07112164	Admonish
07122493	Dismiss
07111951	Defer for proof
07112315	Hear
07112217	Defer
07122843	Defer for proof
07112223	Defer for proof
07122703	Hear
07111985	Hear
07112366	Defer for proof
07112183	Hear
07122803	Hear
07112377	Hear
08010105	Hear
07112155	Hear
07112150	Admonish
07112159	Hear
07122830	Hear
07-08140	Dismiss

### **Character/Fitness Review**

<u>Case Number</u>	<u>Decision</u>
080104	Approve

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080106	Approve
080005	Approve
080171	Approve
080128	Approve
080127	Approve
080126	Approve
080129	Approve
080130	Approve
080166	Approve
080169	Approve
080172	Approve
080185	Approve
080186	Approve
080187	Approve
080124	Approve
072828	Approve
080211	Approve
080144	Approve
080165	Approve
080064	Approve
080404	Approve
080407	Defer
080484	Approve
080444	Approve
080546	Approve
080547	Approve
080565	Approve
080567	Approve
080609	Approve
08651	Approve
08656	Approve
08652	Approve
080368	Approve
08658	Approve
08660	Approve
080566	Approve
080208	Approve
080550	Approve
08644	Approve
08667	Approve
08646	Approve
08671	Approve

Agreed Orders

Case Number

Decision

07-07123 (Ray Finke)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that as principal, he is expected to be familiar with and to follow the relevant laws and regulations regarding SBDM council. The Board will not tolerate any further incidents of misconduct from Respondent. This agreement is expressly conditioned upon Respondent providing written evidence to the Board that he has satisfied the following conditions.

1. Respondent must provide written proof to the Board that he has completed a Board approved training course in Open Records/Meetings no later than August 1, 2008. Any expense for this professional development/training shall be paid by Respondent.

2. Respondent must provide written proof to the Board that he has completed a Board approved training course in Site Based Decision Making, no later than August 1, 2008. Any expense for this professional development/training shall be paid by Respondent. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended until such time as all of the above conditions are met.

**Vote:** *Unanimous*

07-0115 (Hans Peterson)

Accept Agreed Order admonishing Respondent for his unprofessional conduct in failing to recognize that his lesson plan was both outside the parameters of the district's curriculum guide and crossed boundaries that made staff uncomfortable and had the potential to negatively impact his students. The Board trusts the members of its profession to exhibit due diligence and exercise extraordinary care of the students entrusted to their supervision. The Board will tolerate no further lapses in judgment from Respondent. Respondent's certificate, and any future endorsements or new areas of certification,

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shall be subject to the following probationary conditions for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete twelve (12) hours of ethics training prior to July 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*

06-10247 (Amy Ferrell)

Accept Agreed Order dismissing Case No. 06-10247 without prejudice upon the condition that Respondent provides written proof to the Board that she has met the following conditions:

1. Respondent has completed twelve (12) hours of professional development/training in the areas of ethics as approved by the Board. Any expense for the professional development/training shall be paid by Respondent.

2. Respondent has completed a course of professional development/training in the area of classroom management and classroom/student safety as approved by the Board. Any expense for the professional development/training shall be paid by Respondent.

**Vote:** *Unanimous*

06-0486 (Arivia Parks)

Accept Agreed Order dismissing Agency case number 06-0486 without prejudice on the following condition. On or before August 1, 2008, Respondent shall present written evidence to the Board that she

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has successfully completed three hours of training, approved by the Board and at her own expense, in the area of effective classroom and/or behavior management techniques. Should Respondent fail to satisfy this condition, her certificate shall be automatically suspended until this condition is met.

**Vote:** *Unanimous*

06-05166 (Shannon Vincent) Accept Agreed Order stating that Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Additionally, Respondent shall neither apply for nor accept any positions as a substitute teacher in the Commonwealth of Kentucky at any time in the future.

**Vote:** *Unanimous*

07-0594 (Mary McCord) Accept Agreed suspending Respondent's certificate for a period of one year 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, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is expressly conditioned on the following.

1. Respondent shall provide written evidence to the Board from a Kentucky licensed and/or certified physician, approved by the Board, that she is compliant with any and all treatment recommendations, is fit to return to the classroom, and does not present a danger to herself or others. Any expense involved in meeting these requirements shall be paid by Respondent.
2. Respondent shall complete six hours of training, approved by the Board, in effective behavior management techniques for exceptional children. Any expense for this training shall be paid by Respondent.
3. Respondent shall write a letter to the Education Professional Standards Board Division of Certification acknowledging and explaining her misdemeanor convictions. If Respondent fails to

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satisfy these conditions, her certificate shall remain suspended until such time as all conditions are met. Following reinstatement of her certificate, Respondent shall disclose the convictions listed in paragraph five of this agreement as well as any future criminal convictions, on any application for certification, including applications for renewal and/or rank change, and on all employment applications for positions requiring certification. Should Respondent fail to do so, her certificate shall be automatically suspended for two years and the Board may seek additional sanction pursuant to KRS 161.120.

**Vote:** *Unanimous*

- 06-09234 (Joseph Hardin) Accept Agreed Order admonishing Respondent for performing the duties of a principal without the appropriate certification. Respondent must understand that it is his responsibility, as well as that of his superiors, to abide by the statutes and regulations that govern his profession. It is his duty to remove himself, or take other appropriate action, when others fail to uphold the dignity and integrity of the teaching profession by skirting the law. Respondent's certificate is subject to the following probationary conditions.
1. Respondent shall not accept any position of employment that requires certification without first obtaining such certification.
  2. Respondent shall not apply for or be issued any rank changes or additional areas of certification for a period of one year from the date of acceptance of this Order.
  3. Respondent agrees to testify truthfully in the case of Larry Graves if called upon to do so. Should Respondent violate these conditions, he agrees that his certificate shall be automatically suspended for a period of two years. If violation of this condition involves conduct in violation of KRS 161.120, the Board may pursue additional sanctions.

**Vote:** *Unanimous*

- 06-12302 (Thomas Chiles) Accept Agreed Order admonishing Respondent for failing to appropriately supervise his classroom. As a certified educator, Chiles must strive to uphold the

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responsibilities of his profession by exercising professional judgment, making informed and meaningful choices on behalf of his students, and maintaining a positive learning environment for all.

**Vote:** *Unanimous*

06-0359 (Frances Lyvers, Jr.) Accept Agreed Order permanently revoking Respondent's teaching certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous*

06-0103 (Benjamin Barnett) Accept Agreed Order subjecting Respondent's certificate to the following conditions:

1. Respondent shall successfully complete twelve hours of sexual harassment training each year for a period of three years. This training must be conducted by a provider approved by the Board and completed at Respondent's expense.
2. Respondent shall present written proof to the Board that he has completed such training no later than January 1, 2009, 2010, and 2011.
3. Thereafter, Respondent shall complete six hours of sexual harassment training each year, approved by the Board and at his own expense, and submit written proof of completion to the Board by January 1, of each year he holds a teaching certificate and is employed in a position requiring certification.
4. If Respondent fails to submit proof that he has completed the training in the manner required in paragraphs 1 through 3, his certificate shall be automatically suspended until the requirements are met. The Board may grant an extension of time to meet these requirements if Respondent presents written proof prior to the deadline that he has made good faith efforts to obtain the training in the time provided.
5. Should Respondent be suspended and/or terminated from a teaching position requiring certification for reasons involving sexual

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harassment toward an adult in the workplace, and such action is upheld by a tribunal, Respondent agrees that his teaching certificate shall be automatically suspended for two years and the Board may file charges to seek additional sanctions. For purposes of this Order, sexual harassment is defined as any sexually related behavior without consent, including sexual jokes, sexual remarks, sexual kidding or teasing, sexual innuendo, pressure for dates or sexual favors, inappropriate physical touching, kissing, or grabbing, and sexual assault.

**Vote:** *Unanimous*

06-12305 (Lisa Murphy) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, retroactively from October 16, 2006 through October 20, 2006. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received twelve (12) hours of professional development/training in classroom management as approved by the Board, no later than December 31, 2008. Any expense incurred for said training shall be paid by Respondent. Should Respondent fail to satisfy this condition, her certificate shall be suspended and shall remain so until the condition is met.

**Vote:** *Unanimous*

06-06169 (Martha Rosenberg) Accept Agreed Order admonishing Respondent for making improper physical contact with a student. The Board reminds Respondent that she has a duty to take reasonable measures to preserve the health, safety, and emotional well-being of students. The Board will not tolerate any further substantiated incidents of misconduct from Respondent. The Board does recognize Respondent's initiative to seek professional development in the area of appropriate classroom management and discipline while this action was pending. The Board encourages Respondent to continue to seek classroom management assistance and training to improve her overall teaching experience.

**Vote:** *Unanimous*



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- 07-0105 (Janie Hastie) Accept Agreed Order dismissing Case Number 07-0105 based on the following conditions.
1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2008. Any expense for required training shall be born by the Respondent.
  2. Respondent shall be assessed for mental health issues and follow through with any treatment recommendations with a provider approved by the Board prior to July 31, 2008. Any expense incurred for the assessment or counseling shall be born by the Respondent. Upon receiving written proof that Respondent has completed each of the aforementioned terms, the Board will dismiss Case Number 07-0105.

**Vote:** *Unanimous*

- 05-0241 (Charles Little, Jr.) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky at any time in the future. Respondent agrees that he is ineligible to hold a teaching certificate and he is voluntarily, knowingly, and intelligently surrendering his certificate for cause. 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.

**Vote:** *Unanimous*

- 06-0120 (Thomas Pike) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous*

- 06-0481 (John Curry) Accept Agreed Order retroactively suspending Respondent's certificate from March 17, 2006 through March 17, 2007. Upon acceptance of this

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agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate shall be conditioned upon Respondent submitting 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 or byproducts of illegal substances.

Upon acceptance of this order by the Board, Respondent's certificate shall be subject to the following probationary conditions for a period of five (5) years:

1. By January 1, 2009, Respondent shall submit proof that he has completed twelve (12) hours of professional development/training in the areas of drug abuse awareness and prevention as approved by the Board. Any expense for the professional development/training shall be paid by Respondent. If Respondent fails to submit the required proof by the due date, his certificate shall be automatically suspended until this condition has been met.

2. Respondent, in accordance with KRS 161.175, shall submit to random drug testing to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be suspended for a period of two (2) years. Reinstatement of Respondent's certificate shall be conditioned upon Respondent submitting 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 or byproducts of illegal substances.

3. Respondent shall submit a state criminal background records report to the Board by June of each year of the probationary period. Any expense for the state criminal background records report shall be paid by Respondent. If Respondent fails to submit the required report by the due date, his

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certificate shall be automatically suspended until the condition has been met. Respondent is aware that should he violate KRS 161.120, either during or following this five (5) year probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

**Vote:** *Unanimous*

05-0243 (Lisa Oliver )

Accept Agreed Order dismissing Case Number 06-05112 without prejudice, conditioned upon the following:

1. Respondent must submit proof to the Board that she has completed parenting classes, approved by the Board, at her own expense. Respondent has satisfied this condition by completion of the Families in Transition Program.
2. Respondent shall have no alcohol and/or substance abuse related arrests. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy either of these conditions, the Board shall reinstate agency case number 05-0243 and pursue disciplinary sanctions. Furthermore, should the violation of these conditions include additional charges of misconduct pursuant to KRS 161.120, the Board shall initiate a new disciplinary action on those charges and seek sanctions in addition to those pursued and/or imposed in this case.

**Vote:** *Unanimous*

*Motion made by Dr. Cheatham, seconded by Ms. Hammons, to adjourn the meeting.*

**Vote:** *Unanimous*

Meeting adjourned at 4:00 p.m.

Next Meeting:        May 19, 2008  
                              9:00 AM  
                              EPSB Board Room  
                              Frankfort, Kentucky



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item A**

**Action Item:**

16 KAR 5:020. Standards for Admission to Teacher Certification, Final Action

**Applicable Statutes and Regulation:**

KRS 161.028  
16 KAR 5:020

**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 approve the proposed amendments to 16 KAR 5:020. Standards for Admission to Teacher Certification?

**Background:**

16 KAR 5:020 establishes the standards for admission into an educator preparation institution. Section 3 lists the options an educator preparation unit shall implement regarding assessment plans for candidate admission if that unit has been identified as "low performing" or "at risk of low performing" pursuant to 16 KAR 5:010.

Plan II of Section 3 provides an educator preparation institution with the option of requiring state minimum scores on the Communications Skills and General Knowledge portions of the Praxis tests; however, these tests are no longer offered by the Educational Testing Service (ETS). So, language pertaining to these tests is being deleted.

Plan III (Plan II in the revised regulation) provides the option for an educator preparation institution to offer a computer-based format of the Praxis I *Pre-Professional Skills Test*, with cut scores for reading at 320, mathematics at 318, and writing at 318. Because ETS no longer offers these computer-based tests, language pertaining to them is being deleted.

Plan IV (Plan III in the revised regulation) directs each institution to establish a minimum passing score on the Graduate Record Examination (GRE) for admission when the entry into the educator preparation program is at the graduate level. The language in the regulation has been revised to reflect that the GRE includes a measurement of verbal reasoning, quantitative reasoning, and analytical writing skills, and that the institution shall no longer have to administer or require an additional writing assessment.

Plan V (Plan IV in the revised regulation) of Section 3 provides an educator preparation institution with the option of requiring a minimum composite score of 990 and the writing assessment on the SAT I; however, ETS now refers to the SAT I as only "SAT" and it has been revised to include three sections as opposed to two. The old sections were critical reading and mathematics, with an optional writing component. The new test comprises

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critical reading, mathematics, and writing. Due to the different constructs of the tests, College Board does not plan to provide a concordance table; however, College Board has made data available to show the percentile rankings of both tests. Using these data, comparable scores can be generated from the old version to the new one. Since the test constructs have changed and writing is now included as a component of the SAT, language is being proposed to adjust the score and delete the unnecessary phrase “and writing assessment.”

The Division of Educator Preparation reviewed Sections 1, 2, and 4 to update the terminology and align the language with current policy since changes were last made to the regulation in 2002. The deleted statements are no longer relevant to the current reporting requirements.

### **Alternative Actions:**

1. Approve the proposed changes to 16 KAR 5:020.
2. Do not approve the proposed changes to 16 KAR 5:020.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

The proposed regulatory changes related to testing result from changes made in the testing industry. Choosing not to make these changes in our state regulation would cause our state to act erroneously. The proposed changes in Sections 1, 2, and 4 are to update terminology and align language with current policy.

### **Contact Person:**

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Executive Director

### **Date:**

May 19, 2008

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1 16 KAR 5:020. Standards for admission to teacher education.

2 RELATES TO: KRS 161.020, 161.028, 161.030

3 STATUTORY AUTHORITY: KRS 161.028, 161.030

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an  
5 educator preparation [~~a teacher education~~] institution be approved for offering the  
6 preparation program corresponding to a particular certificate on the basis of standards  
7 and procedures established by the Education Professional Standards Board. KRS  
8 161.030 requires that a certificate shall be issued to a person who has completed a  
9 program approved by the Education Professional Standards Board. This administrative  
10 regulation establishes the standards for admission to a teacher education program.

11 Section 1. Selection and Admission to Teacher Education Programs. (1) In addition  
12 to appropriate National Council for Accreditation of Teacher Education standards  
13 incorporated under 16 KAR 5:010, each teacher education institution shall develop and  
14 publish a plan of selection and admission of [~~teacher~~] candidates for the educator  
15 preparation [~~teacher education~~] program, which shall include:

16 (a) Tests to measure general academic proficiency;

17 (b) An evaluation of the candidate's disposition for the education profession; and

18 (c) Affirmation that candidates are provided a review of the Professional Code of  
19 Ethics for Kentucky School Personnel established in 16 KAR 1:020, to ascertain  
20 awareness, knowledge, and commitment as required for state educator certification.

1 ~~[Review of the Professional Code of Ethics for Kentucky School Personnel established~~  
2 ~~in 16 KAR 1:020; and~~

3 ~~— (d) A declaration signed by each teacher candidate affirming a commitment to~~  
4 ~~upholding the code and acknowledging awareness of information required for state~~  
5 ~~certification.]~~

6 (2) The teacher education institution shall file the plan with the Education  
7 Professional Standards Board.

8 Section 2. Tests to Measure General Academic Proficiency. (1) The teacher  
9 education institution shall determine whether each candidate ~~[applicant]~~ exhibits an  
10 acceptable level of competency in oral and written communication as an admission  
11 requirement.

12 (2) A candidate ~~[student]~~ who plans to apply for admission to an educator  
13 preparation ~~[a teacher preparation]~~ program shall provide to the teacher education  
14 institution official scores of tests to measure general academic proficiency. A person  
15 shall not be permitted to apply for admission to a preparation program leading to  
16 certification as a teacher without first providing evidence of meeting the general  
17 academic proficiency requirement.

18 (3) The teacher education institution shall select the means of evidence for meeting  
19 the general academic proficiency requirement, which may include a combination of:

20 (a) College admission exams;

21 (b) Praxis I exams administered by the Educational Testing Service;

22 (c) Other assessments; or

23 (d) Grade point average.



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1 Section 3. (1) An educator preparation unit identified as "low performing" or "at risk"  
2 of low performing" pursuant to 16 KAR 5:010 shall implement one (1) or more of the  
3 following assessment plans for candidate admission:

4 (a) Plan I. A minimum composite score of 21 on the American College Test (ACT);

5 (b) Plan II. Pre-Professional [~~The state minimum scores on the Communication~~  
6 ~~Skills and General Knowledge portions of the Praxis tests reevaluated and approved by~~  
7 ~~the Education Professional Standards Board;~~

8 ~~—(c) Plan III. Preprofessional] Skills Test (PPST) results, the [a] minimum scores as  
9 listed below [either on the]:~~

10 1. [~~Written format:~~

11 ~~—a.] Reading 173;~~

12 2. [b.] Mathematics 173; and

13 3. [c.] Writing 172; ~~or~~

14 ~~2. Computer-based format:~~

15 ~~—a. Reading 320;~~

16 ~~—b. Mathematics 318; and~~

17 ~~—c. Writing 318;]~~

18 (c) Plan III. [(d) Plan IV.] Graduate Record Examination (GRE) General Tests. Each  
19 institution shall establish a minimum passing score on the GRE as a measurement of  
20 verbal reasoning, quantitative reasoning, and analytical writing skills for admission when  
21 the entry into the educator preparation [~~teacher] preparation~~ program is at the graduate  
22 level. In addition, each institution shall administer or require a writing assessment and  
23 verify the minimum writing competency for each candidate [~~applicant~~]; or

1 | (d) Plan IV. [~~(e) Plan V.~~] SAT [~~I~~], a minimum composite score of 1470 [~~990 and~~  
2 ~~writing assessment~~].

3 (2)(a) An educator preparation unit identified as "low performing" or "at risk of low  
4 performing" pursuant to 16 KAR 5:010 shall require a candidate to obtain a cumulative  
5 grade point average of 2.50 on a 4.0 scale for admission to educator preparation  
6 ~~[teacher education]~~.

7 (b) A candidate who does not meet the grade point average established in  
8 paragraph (a) of this subsection shall possess a grade point average of 3.0 on a 4.0  
9 scale on the last sixty (60) hours of credit completed, including undergraduate and  
10 graduate coursework, for admission to teacher education.

11 Section 4. Annual Report. (1) Each teacher education unit [~~institution~~] shall submit  
12 an electronic report annually to the Education Professional Standards Board, that  
13 includes program [~~including the following information:~~

14 ~~—(1) Demographic]~~ data on candidates [~~students~~] admitted to educator preparation  
15 programs. [~~teacher preparation;~~

16 ~~—(2) The scores of the admission tests for each applicant, including scores for an~~  
17 ~~applicant denied admission; and~~

18 ~~—(3) The grade point average for each applicant, including the grade point average~~  
19 ~~for an applicant denied admission.]~~

20 \_\_\_\_\_  
21 Date

\_\_\_\_\_   
Dr. James G. Cibulka, 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 July 28, 2008 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> 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 July 31, 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

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REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Administrative Regulation #: 16 KAR 5:020

Contact Person: Alicia Sneed

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the standards for admission to an educator preparation institution.

(b) The necessity of this administrative regulation: KRS 161.028 requires that a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation establishes the standards for admission to a teacher education program.

(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 removes language pertaining to Communication Skills and General Knowledge portions of the Praxis tests since the tests are no longer offered by Educational Testing Service. The amendment also removes language regarding computer-based tests which are no longer offered by ETS. The amendment addresses the fact that the Graduate Record Exam includes a measurement of verbal reasoning, quantitative reasoning, and analytical writing skills, and that the educator preparation institutions will no longer have to administer or require an additional writing assessment. Finally, the amendment reflects the changes in the SAT by updating the terminology used and proposing scoring adjustments and deletion of unnecessary language.

(b) The necessity of the amendment to this administrative regulation: This amendment will align Kentucky standards with changes in the testing industry. The amendment is necessary to remove requirements which are no longer relevant to the current reporting requirements.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028

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authorizes the Education Professional Standards Board to approve educator preparation institutions. The amendment updates testing terminology and aligns the regulatory language with current policy, so that the Education Professional Standards Board can effectively make decisions regarding approval of programs.

(d) How the amendment will assist in the effective administration of the statutes: The amendment eliminates language which is no longer applicable and eliminates confusion regarding testing requirements which have substantially changed.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 28 Educator Preparation Institutions, and prospective students at the institutions.

(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 28 Educator Preparation Institutions will have to change their testing requirements. The other entities will not need to take any action.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There are no anticipated costs associated with the amendment.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The educator preparation programs will benefit by not being required to administer additional writing assessments which have been made redundant by the writing assessments included in the SAT and GRE. Applicants to the programs will benefit by not being required to take additional assessments.

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

(a) Initially: No additional agency funds allocated or necessary for implementation of regulation.

(b) On a continuing basis: No additional agency funds allocated or necessary for implementation of regulation.

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(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: 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 and does not directly or indirectly increase any fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, all educator preparation programs will be treated the same.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.16 KAR 5:020

Contact Person: Alicia A. Sneed

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? Public colleges and 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 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 no cost associated with this amendment.

(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? No revenue will be 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? No revenue will be generated for the educator preparation institutions or the Education Professional Standards Board.

(c) How much will it cost to administer this program for the first year? There are no estimated costs associated with this amendment.

(d) How much will it cost to administer this program for subsequent years? There are no estimated costs associated with this amendment.

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:





**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item B**

**Action Item:**

16 KAR 3:050. Professional Certificate for Instructional Leadership - School Principal, All Grades, Amendment, Final Notice

**Applicable Statutes and Regulation:**

16 KAR 3:050

KRS 161.027

KRS 161.028

**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.

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

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.

Goal 5: Every credentialed educator is provided a safe and supportive school environment and culture that is conducive to effective teaching and increased student achievement.

**Issue:**

Should the EPSB approve the amendments to 16 KAR 3:050?

**Background:**

- The 2006 General Assembly passed House Joint Resolution 14 (HJR14) which instructed the executive director of the EPSB, in cooperation with the president of CPE and the Commissioner of Education, to convene a task force to present recommendations on the redesign of Kentucky's system for preparing and supporting principals.
- In August of 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year.
- During the October 22, 2007 meeting, the EPSB received a copy of the task force report that included eleven recommendations.
- On November 5, 2007 the task force presented its recommendations to the Interim Joint Committee on Education.

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- On January 14, 2008 an analysis of the task force recommendations was presented to the EPSB by Dr. Kathy O'Neill, who served as the external consultant to the task force.
- During the EPSB winter retreat on February 17, 2008, the EPSB reviewed 16 KAR 3:050 as amended to include the recommendations of the ELR task force.
- On March 17, 2008 the EPSB reviewed the amendments to 16 KAR 3:050.

### **Alternative Actions:**

1. Approve the amendment to 16 KAR 3:050.
2. Do not approve the amendment to 16 KAR 3:050.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

Given the changing expectations and responsibilities of the principal, the present system of preparation of Kentucky principals is inadequate. Kentucky's principal preparation programs must be built upon the competencies that are identified with being an effective principal. An effective principal is one who can increase student achievement by guiding and supporting teachers while capably managing the school organization.

The amendments to 16 KAR 3:050 have been vetted by education administration faculty, an external consultant from the Southern Regional Education Board (SREB), professional organizations representing Kentucky schools and administrators, consultants from the Kentucky Department of Education staff, staff from the Council on Postsecondary Education, and practicing school and district administrators. The proposed changes to 16 KAR 3:050 are designed to assure that every public school in Kentucky is led by a highly effective school leader.

### **Contact Persons:**

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**Executive Director**

### **Date:**

May 19, 2008

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

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

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

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

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

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

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

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

10 (a) A master's degree;

11 (b) Three years of documented teaching experience in a public school or a  
12 nonpublic school which meets the state performance standards as established in KRS  
13 156.160;

14 (c) A written statement documenting the candidate's skills and understandings in  
15 the following areas:

16 1. Ability to improve student achievement;

17 2. Leadership; and

18 3. Advanced knowledge of curriculum, instruction, and assessment. and

19 (d) A signed agreement from a school district pledging support that includes  
20 opportunities for the candidate to participate in a high quality practicum experience.

21 ~~[Qualification for a Kentucky classroom teaching certificate;~~

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

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

10 Section 3. Kentucky Administrator Standards for Preparation and Certification. (1)

11 The approved program of preparation for the provisional certificate for instructional  
12 leadership - school principal shall:

13 (a) Prepare a candidate for the position of school principal as specified in the  
14 standards included in:

15 1. The "Interstate School Leaders Licensure Consortium Standards for School  
16 Leaders"; and

17 2. The "Technology Standards for School Administrators".

18 (b) Document candidate performance using the aspiring principal indicators as  
19 stipulated in the "Kentucky Cohesive Leadership System Continuum for Principal  
20 Preparation and Development."

21 ~~[Include a master's degree in education; and~~

22 ~~—(b) Be designed to:~~

23 ~~—1. Address recommendations of relevant professional organizations including:~~

24 ~~—a. The National Policy Board for Educational Administration;~~

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- 1 — ~~b. The University Council for Educational Administration;~~  
2 — ~~c. The National Council of Professors of Educational Administration;~~  
3 — ~~d. The National Association of Secondary School Principals;~~  
4 — ~~e. The Collaborative for Technology Standards for School Administrators; and~~  
5 — ~~f. The American Association of School Administrators; and~~  
6 — ~~2. Prepare a candidate for the position of School Principal as specified in the~~  
7 ~~standards included in "Interstate School Leaders Licensure Consortium Standards for~~  
8 ~~School Leaders" and "Technology Standards for School Administrators".~~  
9 — ~~(2) The Interstate School Leaders Licensure Consortium Standards for School~~  
10 ~~Leaders are as follows:~~  
11 — ~~(a) School leader standard 1. A school administrator is an instructional leader who~~  
12 ~~promotes the success of all students by facilitating the development, articulation~~  
13 ~~implementation, and stewardship of a vision of learning that is shared and supported by~~  
14 ~~the school community;~~  
15 — ~~(b) School leader standard 2. A school administrator is an educational leader who~~  
16 ~~promotes the success of all students by advocating, nurturing, and sustaining a school~~  
17 ~~culture and instructional program conducive to student learning and staff professional~~  
18 ~~growth;~~  
19 — ~~(c) School leader standard 3. A school administrator is an educational leader who~~  
20 ~~promotes the success of all students by ensuring management of the organization,~~  
21 ~~operations, and resources for a safe, efficient, and effective learning environment;~~  
22 — ~~(d) School leader standard 4. A school administrator is an educational leader who~~  
23 ~~promotes the success of all students by collaborating with families and community~~

1 ~~members, responding to diverse community interests and needs, and mobilizing~~  
2 ~~community resources;~~

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

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

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

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

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

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

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

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

1 ~~\_\_\_\_\_ (f) Technology standard 6. Social, legal, and ethical issues. Educational leaders~~  
2 ~~understand the social, legal, and ethical issues related to technology and model~~  
3 ~~responsible decision-making related to these issues.]~~

4 Section 4. Principal Preparation Programs. (1) All principal preparation programs  
5 approved or accredited by the EPSB prior to May 31, 2009 shall no longer be approved  
6 or accredited as of December 31, 2011.

7 (a) A principal preparation program approved by the EPSB prior to May 31, 2009  
8 shall cease admitting new candidates after December 31, 2011.

9 (b) Candidates admitted to a principal preparation program approved by the EPSB  
10 prior to May 31, 2009 shall complete the program by January 31, 2014.

11 (c) An institution of higher learning with a principal preparation program approved by  
12 the EPSB prior to May 31, 2009 may submit a redesigned program for approval  
13 pursuant to the requirements of subsection (2) of this section beginning May 31, 2009.

14 (d) An institution's redesigned principal preparation program may become  
15 operational beginning January 1, 2010, if the institution:

16 1. Submits a redesigned principal preparation program for review pursuant to the  
17 requirements of subsection (2) of this section; and

18 2. Receives approval of the redesigned program by the EPSB pursuant to Section  
19 22 of 16 KAR 5:010.

20 (e) Institutions submitting a redesigned principal preparation program shall not be  
21 subject to any submission dates for program approval until December 31, 2012.

22 \_\_\_\_\_ (f)1. The EPSB shall appoint a Principal Preparation Program Redesign Review  
23 Committee to conduct reviews of redesigned principal preparation programs submitted  
24 for approval between May 31, 2009 and December 31, 2012.



1 2. Principal preparation programs submitted for approval between May 31, 2009  
2 and December 31, 2012 shall not be reviewed by the Continuous Assessment Review  
3 Committee, Content Program Review Committee, or the Reading Committee prior to  
4 presentation to the EPSB pursuant to Section 22(2) of 16 KAR 5:010 but shall be  
5 reviewed by the Principal Preparation Program Redesign Review Committee.

6 3.a. After review of a principal preparation program, the Principal Preparation  
7 Program Redesign Review Committee shall issue one (1) of the following  
8 recommendations to the Educational Professional Standards Board:

9 i. Approval;

10 ii. Approval with conditions; or

11 iii. Denial of approval.

12 b. The EPSB shall consider recommendations from staff and the Principal  
13 Preparation Program Redesign Review Committee and shall issue a decision pursuant  
14 to Section 22(4) of 16 KAR 5:010.

15 (2) Beginning May 31, 2009, in addition to the requirements Section 22 of 16 KAR  
16 5:010, the educator preparation unit shall prepare and submit to the EPSB for each  
17 principal preparation program for which the institution is seeking approval a concise  
18 description of the preparation program which shall provide the following documented  
19 information:

20 (a) Signed collaborative agreements with school districts that include but are not  
21 limited to the following:

22 1. Joint screening of principal candidates by both district and university;

23 2. Joint identification of potential program leaders and mentors;

1 3. District and university co-design and co-delivery of courses; and

2 4. The manner in which the principal preparation program is based on the  
3 identified leadership needs of the district(s);

4 (b) The protocol for screening applicants that ensures the identification and  
5 admission of high quality candidates into the program;

6 (c) A matrix that illustrates the alignment between the standards and  
7 performance indicators identified in Section 3 of this administrative regulation and the  
8 program's curriculum and field experiences;

9 (d) A syllabus for each of the required courses identified in the documentation in  
10 subsection (c) of this section;

11 (e) The program's plan to collaborate with academic disciplines and programs  
12 outside of the field of education in order to supplement the candidate's knowledge and  
13 skills set;

14 (f) The program's plan to collaborate with district(s) in providing high quality field  
15 experiences that:

16 1. Enhance courses throughout the entire program;

17 2. Ensure that the candidate has a continuum of school-based experiences that  
18 range from observing, to participating, to leading; and

19 3. Expose the candidate to diverse student populations and school  
20 environments;

21 (g) The program's plan to use rigorous formative and summative evaluations of  
22 each candidate's:

1           1. Knowledge and skills to advocate, nurture, and sustain a school culture that  
2 promotes and supports high levels of learning for all students; and

3           2. Knowledge and skills to manage a school for efficiency, accountability, and  
4 safety; and

5           (h) The program's plan to require all candidates to conduct a capstone project  
6 and defend it to a panel of program faculty and practicing school administrators at the  
7 end of Level I preparation.

8           Section 5. Assessment Prerequisites for the Provisional Certificate for Instructional  
9 Leadership - School Principal. An applicant for certification as a school principal,  
10 including vocational principal, shall attain the specified minimum score on the  
11 assessments required by 16 KAR 6:030.

12           Section 6. ~~[5.]~~ Statement of Eligibility for Internship. (1) A statement of eligibility for  
13 internship for the provisional certificate for instructional leadership - school principal  
14 shall be issued for a five (5) year period to an applicant who:

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

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

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

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

21           (3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027 (7)  
22 shall be made on a TC-2 .

Agenda Book

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

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

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

11 ~~—(a)~~ successful completion of two (2) years of experience as a school principal within  
12 the preceding five (5) years.[:]

13 (4) [~~(b)~~] If the applicant has not successfully completed the two (2) years of  
14 experience, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the  
15 professional certificate for instructional leadership - school principal, level II, shall  
16 require:

17 (a) [~~1~~] Completion of three (3) semester hours of additional graduate credit directly  
18 related to the position of school principal for each required year of experience the  
19 applicant has not completed; or

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

23 Section 8. [~~7~~] Incorporation by Reference. (1) The following material is incorporated  
24 by reference:

Agenda Book

1 (a) "Interstate School Leaders Licensure Consortium Standards for School Leaders,  
2 1996, the Council of Chief State School Officers";

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

4 (c) "Form TC-2, rev. 10/02";

5 (d) [and

6 ~~—(e)—~~"Technology Standards for School Administrators", 2001, Collaborative for  
7 Technology Standards for School Administrators; and

8 (e) "The Kentucky Cohesive Leadership System Continuum for Principal Preparation  
9 and Development," 2008, Kentucky Department of Education.

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

13 [~~(3) This material may also be obtained from the Council of Chief State School~~  
14 ~~Officers, Attn: Publications, One Massachusetts Avenue, NW, Suite 700, Washington,~~  
15 ~~DC 20001-1431.]~~

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Agenda Book

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**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item C**

**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, including the February 2009 winter retreat and June 2009 annual retreat, is attached.

**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:**

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**Executive Director**

**Date:**

May 19, 2008





**2008-09 EPSB Meeting Dates**

August 18, 2008

September 22, 2008

October 20, 2008

November 17, 2008

January 26, 2009

February 21, 2009 (Winter Retreat)

March 16, 2009

May 18, 2009

June 5-8, 2009 (Summer Retreat, Bowling Green)

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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item D**

**Action Item:**

Union College: Accreditation of the Educator Preparation Unit and Approval of Programs

**Applicable Statute or Regulation:**

KRS 161.028  
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 grant accreditation with probation to the Educator Preparation Unit and approve with conditions the initial and advanced level preparation programs at Union College?

**Background:**

A state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Union College on October 20 – 24, 2007. The BOE also reviewed program review documents as part of the on-site visit. At its March 27, 2008 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the institutional report, the BOE Report, the unit’s rejoinder, and the chair’s response to the unit rejoinder.

The AAC reviewed each standard and area for improvement cited in the BOE Report.

Standards		BOE Team Findings	
		Initial	Advanced
1	Candidate Knowledge, Skills, and Dispositions	NM	NM
2	Assessment System and Unit Evaluation	NM	NM
3	Field Experiences and Clinical Practice	M	M
4	Diversity	NM	NM
5	Faculty Qualifications, Performance, and Development	NM	NM
6	Unit Governance	M	NM

M = Standard Met  
NM = Standard Not Met

## Agenda Book

The following areas for improvement were cited:

### **Standard 1:**

- 1) Data to demonstrate candidate competency in knowledge, skills, and dispositions are not sufficiently aggregated, summarized, or reported to candidates or the unit.
- 2) Data to determine reliability, fairness, accuracy, and consistency of evaluation measures and assessments are absent.
- 3) Candidate dispositions are inconsistently addressed across programs.
- 4) Assessments to demonstrate impact on P-12 learning in advanced programs do not consistently address P-12 learners and/or do not represent the grade levels of the course content.
- 5) Candidate program completion portfolios across all programs are not evaluated on individual standards (NTS, ETS, ISLLC, TSSA) for data analysis and program evaluation.
- 6) Rubrics used in assessments do not provide reliable and valid data for candidate evaluation and program improvement.
- 7) There is no formal method for assessing candidates' ability to influence P-12 student learning.

### **Standard 2:**

- 1) While there are procedures for collection of data, the assessment system does not indicate how data will be regularly analyzed to improve candidate performance, program quality, and unit operations.
- 2) The unit assessment system is not aligned with the unit's conceptual framework.
- 3) Little or no program improvement appears to be directly associated with assessments.
- 4) The assessment system has not been developed in collaboration with the professional community.
- 5) The unit has not implemented procedures to ensure fairness, accuracy, and consistency in dealing with candidates' complaints.
- 6) Follow-up data from graduates and their employers are not systematically collected and aggregated for program improvement.

### **Standard 3:**

- 1) The unit's school partners have limited participation in the design, delivery, and evaluation of field experiences and clinical practices.
- 2) Field experience and clinical experience data are not systematically used for program improvement and candidate enhancement.
- 3) The unit does not ensure diverse settings for field experiences in all advanced programs.

### **Standard 4:**

- 1) Assessment results related to diversity proficiencies are not summarized and analyzed.
- 2) Candidates have limited opportunities to interact with faculty members from diverse backgrounds.
- 3) The unit does not have a systematic tracking method to ensure that all candidates completed field experiences in diverse settings.

**Standard 5:**

- 1) The advanced programs have faculty teaching courses which they are not qualified to teach. (Advanced)
- 2) Education faculty at both the initial and advanced level demonstrate limited active engagement in scholarly work.
- 3) Active engagement in service at both the initial and advanced levels could not be determined.
- 4) Collaboration with P-12 by education faculty at both the initial and advanced is limited.
- 5) Adjunct faculty do not consistently receive feedback on course evaluations.
- 6) Evaluations are not used to improve teaching, scholarship, and service of the faculty within the unit at both levels.
- 7) Professional development activities are not linked to faculty evaluations at both levels.

**Standard 6:**

- 1) The roles of the Deans of the Graduate Studies and Educational Studies are not clearly defined in the education graduate programs. (Advanced)
- 2) There are no written policies to ensure that graduate education candidates meet regularly with faculty advisors. (Advanced)
- 3) An insufficient number of full-time faculty has an adverse effect on the quality of instruction for graduate candidates. (Advanced)
- 4) There are no written policies to limit enrollment and address adjunct faculty course load in graduate online courses. (Advanced)

Pursuant to 16 KAR 5:010, Section 20, the AAC accepts the areas for improvement listed above and recommends: (1) ACCREDITATION WITH PROBATION and (2) APPROVAL WITH CONDITIONS OF THE INITIAL AND ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Union College.

**Groups/Persons Consulted**

Content Area Program Reviewers  
Continuous Assessment Review Committee  
Reading Committee  
State Board of Examiners Team  
Accreditation Audit Committee

**Alternative Actions:**

**Issue One: Unit Accreditation**

1. Accept the recommendation of the AAC and grant ACCREDITATION WITH PROBATION for Union College.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Union College.
3. Do not accept the AAC recommendation and grant ACCREDITATION for Union College.

**Issue Two: Program Approval**

1. Accept the recommendation of the AAC and grant APPROVAL WITH CONDITIONS for the initial and advanced level educator preparation programs at Union College.
2. Modify the AAC recommendation and grant APPROVAL for the initial and advanced level educator preparation programs at Union College.
3. Do not accept the AAC recommendation and stipulate DENIAL OF APPROVAL for the initial and advanced level educator preparation programs at Union College.

**AAC Recommendation:**

Issue One: Alternative 1

Issue Two: Alternative 1

**Rationale:**

The State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

**Contact Person:**

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**Executive Director**

**Date:**

May 19, 2008

**Accreditation Audit Committee (AAC)**

**Education Professional Standards Board  
Conference Room A  
March 27, 2008**

**MEETING MINUTES**

**Members Present:**

Judi Conrad, Chair  
Shirley Nelson  
Jack Rose  
Ann Walls  
Tim Watkins  
Diane Woods-Ayers

**EPSB Staff Present:**

Marilyn Troupe  
Allison Bell  
Elizabeth Springate

**Members Absent:**

Zella Wells

Judi Conrad opened the meeting at 9:10 a.m. and announced a quorum was present.

Marilyn Troupe conducted a training session to review the accreditation decision rules.

Approval of Minutes:

*Motion made by Diane Woods-Ayers, seconded by Tim Watkins, to approve the minutes from the November 27, 2007 AAC meeting.*

Vote: Approve the motion (Yes: 6-0)

**UNION COLLEGE**

Judi Conrad welcomed everyone, and the AAC members and Union College representatives introduced themselves.

Brenda Priddy, who served as chair of the Board of Examiners (BOE) team, was complimentary of the institution for its hospitality, and she gave a brief overview of the team members. She indicated that the newness of the unit's assessment system resulted in the lack of data available to the BOE. She commended the institution's leadership and serious response for immediate action as indicated in the BOE Report Rejoinder.

Dr. Marla Banks, as Dean, shared additional materials AAC members and with the staff illustrating changes that have been made since the submission of the rejoinder. She also gave a summary of actions taken by the unit regarding program development. Dr. Susan Deaton, Associate Dean of Education, affirmed the institution's and unit's commitment to the continued development and implementation of the unit's assessment

system. She indicated the unit is currently working to align its dispositions, proficiencies and its outcomes with the standards and is discussing plan for future course embedded assessments. She also shared about training the unit has received regarding use of the Chalk & Wire system. She spoke of formalizing the relationships the unit has with district schools and inviting them to participate in the unit's decision-making processes. The other institutional representatives included Tanlee Wasson, Association Vice President for Institutional Effectiveness, Tom McFarland, Vice President for Academic Affairs, Edward de Rosset, President, Carol Clouse, Director of Student Teaching, and Lou Ann Hopper, Vice President of Graduate Operations. Each representative spoke of support for the unit and its dedication to improvement. Also discussed were the clarified roles and responsibilities of personnel, changes in advising and other policies relating to workload, class size, and formal grievance procedures.

The AAC stated their agreement with the BOE findings and there were a few questions on standards five and six relating to SACS accreditation, professional development resources for faculty, adjunct faculty assignments and workloads, and use of off-site campus locations. Dr. McFarland indicated that there had not been a concern cited by SACS relating to faculty. Ms. Clouse indicated faculty are satisfied with availability of PD resources and that when faculty request support it's provided. Dr. Hopper indicated changes had been made in policies relating to adjunct faculty.

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted unanimously (6-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted unanimously (6-0) to agree with the areas for improvement cited in the BOE Report.
- 3) Voted unanimously (6-0) to agree with the Summary of Standards included in the BOE Report.

In addition to decisions identified above, the AAC recommends **PROGRAM APPROVAL WITH CONDITIONS** and **ACCREDITATION WITH PROBATION** for Union College (Vote: 6-0).

Following a break the committee divided into two work groups to review the materials for the 2008 Biennial Review. The 2006 and 2007 annual reports (Parts A, B, and C) for the following ten institutions were reviewed: Brescia University, Centre College, Eastern Kentucky University, Lindsey Wilson College, Mid-Continent University, Morehead State University, Northern Kentucky University, Pikeville College, Spalding University, and University of the Cumberland.

The next meeting of the AAC is scheduled for July 25 beginning at 9:00 a.m. with the first institution on the agenda to be scheduled for 9:30 a.m.

Meeting adjourned at 1:11 p.m.



# Agenda Book

## Section 20. Official State Accreditation Action by the Education Professional Standards Board.

- (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.
- (2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.
- (3) Decision options following a first accreditation visit shall include:
  - (a) Accreditation.
    1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.
    2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;
  - (b) Provisional accreditation.
    1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:
      - a. Accredit; or
      - b. Revoke accreditation.
    2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;
  - (c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or
  - (d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.
- (4) Decision options following a continuing accreditation visit shall include:
  - (a) Accreditation.
    1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.
    2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;
  - (b) Accreditation with conditions.
    1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:
      - a. Continue accreditation; or
      - b. Revoke accreditation.
    2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;
  - (c) Accreditation with probation.
    1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:
      - a. Continue accreditation; or
      - b. Revoke accreditation.
    2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or
    - (d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:
      1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
      2. Misrepresents its accreditation status to the public;
      3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
      4. Fails to submit annual reports or other documents required for accreditation.
  - (5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:
    - (a) The institution shall inform students currently admitted to a certification or rank program of the following:

## Agenda Book

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

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

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

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item E**

**Action Item:**

Northern Kentucky University – Moderate and Severe Disabilities P-12 (Graduate level – Additional certification option)

**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?

**NORTHERN KENTUCKY UNIVERSITY**

**7.0 EXCEPTIONAL CHILDREN GRADES P-12**  
Moderate and Severe Disabilities

**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 Program Review Committee  
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 addition meets the performance-based program requirements as established by the EPSB.

**Contact Person:**

Dr. Marilyn K. Troupe, Director  
Division of Educator Preparation  
(502) 564-4606  
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**Executive Director**

**Date:**

May 19, 2008

**NORTHERN KENTUCKY UNIVERSITY  
MODERATE AND SEVERE DISABILITIES P-12  
EXECUTIVE SUMMARY**

**Unit Theme:** “Providing for the educational needs of all students.”

**Description:** The Special Education faculty within the Department of Teacher Education and School Leadership and College of Education and Human Services currently provides programs at the undergraduate and graduate levels in teacher preparation and certification in the area of Learning and Behavior Disorders (LBD). We wish to add a sequence of courses and field experiences to enable certified teachers, at the graduate level, to add certification in the area of Moderate and Severe Disabilities (MSD).

**Continuous Assessment:** Continuous assessment of the unit, program and candidates is an institutionalized process in the College of Education and Human Services and deeply imbedded in the special education program, in part, as a function of a more individualized and clinical approach to education. Admission criteria include teacher certification and a minimum of one year of teaching experience. Candidates will be continually assessed for mastery of the CEC International Standards for Entry into Professional Practice, the CEC Standards for Professional Practice, the CEC Code of Ethics for Educators of Persons with Exceptionalities, the NKU College of Education and Human Services Code of Ethics, and the Code of Ethics for Kentucky School Certified Personnel. Practicum experiences (in field based and applied settings) will be completed within each course to provide monitored and evaluated practice of new knowledge and skills. Candidates must also demonstrate their mastery of the Kentucky Experienced Teacher Standards. Exit criteria will include satisfactory completion of all program requirements, achieving a passing score on the required PRAXIS II tests, and demonstration of the CEC Knowledge and Skill Base for All Entry-Level Special Education Teachers of Students with Exceptionalities in Individualized Independence Curriculums (most closely aligns with a Severe/Profound licensure framework) as outlined in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Educators, 5<sup>th</sup> Edition*.

**Unique Features and Mode of Delivery:** The courses and content have both been vetted by the field through ongoing review by teaching professionals and local directors of special education as the program components were being developed. The courses and field based application experiences combine to require and enable candidates to demonstrate the professional knowledge and skills identified as critical for beginning teachers. The mode of delivery will be primarily through typical campus based courses, integrated field experiences, and continual measurement of each candidates knowledge and skills.

**Rationale for Program Implementation:** This program is submitted in response to the long standing need for additional teaching personnel in the Northern Kentucky area for teachers certified in special education and specifically in the area of Moderate and Severe Disabilities. Approximately 80% of the local teachers in the sixteen area districts have been prepared by Northern Kentucky University. Because we have not prepared teachers in the area of moderate and severe disabilities, it is very difficult for a school district to be able to locate a fully certified teacher for services to children who have moderate to severe disabilities.

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## Agenda Book

### Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle.

- (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.
- (2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.
- (3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.
- (4) Program approval decision options shall be:
  - (a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;
  - (b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:
    1. Approval; or
    2. Denial of approval; or
    - (c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.
- (5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:
  - (a) Approval;
  - (b) Approval with conditions; or
  - (c) Denial of approval for the program.
- (6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:
  - (a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and
  - (b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item F**

**Action Item:**

Asbury College – Psychology Grades 8-12 (Bachelor’s 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?

**ASBURY COLLEGE**

**4.0 SECONDARY SCHOOL FOR GRADES 8-12**  
Psychology

**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 Program Review Committee  
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 addition meets the performance-based program requirements as established by the EPSB.

**Contact Person:**

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---

**Executive Director**

**Date:**

May 19, 2008



*Facilitators of Student Success*  
**Executive Summary**  
**Restricted-Base Psychology Education (Grades 8-12)**

**Program Description:**

The goal of the Restricted-Base Psychology (8-12) program is to produce new teachers who exemplify moral excellence and are highly qualified in knowledge of Psychology and professionally competent to deliver instruction that integrates Psychology in the Social Science curriculum to positively impact 8-12 student learning. Therefore, all classroom and clinical experiences in this 124-hour initial certification program are guided by the education unit's theme of preparing *Facilitators of Student Success* and aligned to Kentucky Teacher Standards, including the proposed leadership standard (I-X), as well as Asbury's standard addressing teacher dispositions (XI).

**Continuous Assessment:**

The growth of Psychology 8-12 candidates is assessed according to the unit's continuous assessment program comprised of four gates, including the collection of portfolio and interview data guided by the teacher performance standards (I-XI). Specifically, candidates are assessed prior to program entry as part of the *Introduction to Education* course practicum (Gate I), upon application for the program (Gate II), prior to student teaching (Gate III), and upon exit from the program at the conclusion of student teaching (Gate IV). These assessment procedures incorporate external (public school partners) and internal (college arts and sciences, and education faculty) raters and solicit program improvement feedback from these stakeholders. Follow up surveys of graduates (years 1 and 3) and their employers (year 1) provide further data for program refinement.

**Unique Program Features:**

All Psychology 8-12 candidates will take the core courses for secondary teaching including an interdisciplinary course in Reading and Writing Across the Curriculum (ED 385) that explores the demand of the public schools that secondary teachers be competent in guiding 8-12 students in their development as readers and writers. This course includes a 20-hour practicum that allows them to implement course learning in the schools. The following semester the students take ED 420 Secondary Methods in Psychology and again complete a 20-hour practicum. A component of this course is interdisciplinary in nature and allows them to work with other content areas in curriculum planning. Mode of delivery for the program is through classroom experience teamed with in-school practicum experiences at all levels. Case studies, written reflections, classroom teaching, microteaching, collaborative groups, and work samples are employed to allow students to integrate course learning with teaching.

**Rationale for the Program:**

The Psychology 8-12 program provides individuals who are completing a major in Psychology and who understand both the empirical and applied aspects of the discipline, the opportunity to teach students and share with them the scientific study of mental processes and human behavior. The study of psychology in the secondary school allows the adolescent to develop knowledge and understanding of human activity within the family, school, and work setting. The Asbury Education Program prepares pre-service teachers to successfully guide student learning in this area of human development.

**KERA Initiatives:**

As specialists in Psychology Secondary Education, candidates in this program complete professional and major course work aligned with Learner Goals 1 (Basic communication) and 2 (Arts and Humanities) and academic expectations related to Psychology. Course content also addresses the 8-12 core content and Program of Studies linked to the targeted learner goals and expectations.

**EPSB Themes:**

Collectively, the courses required in the Psychology 8-12 program major and professional core address the EPSB themes of *Diversity, Technology, Assessment, Literacy/Reading, and Closing the Achievement Gap.*

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### Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle.

- (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.
- (2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.
- (3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.
- (4) Program approval decision options shall be:
  - (a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;
  - (b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:
    1. Approval; or
    2. Denial of approval; or
    - (c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.
- (5) The EPSB shall order review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:
  - (a) Approval;
  - (b) Approval with conditions; or
  - (c) Denial of approval for the program.
- (6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:
  - (a) A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial of state approval and who applies to the EPSB within the fifteen (15) months immediately following the denial of state approval shall receive the certification or advancement in rank; and
  - (b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item G**

**Action Item:**

Campbellsville University – Gifted Education P-12 Endorsement (Advanced Level);  
Director of Special Education, Level 1 and Level 2;  
Planned Program for Rank I

**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 additions?

**CAMPBELLSVILLE UNIVERSITY**

**8.0 ENDORSEMENTS**

Gifted Education P-12 (Advanced Level)

**9.0 CONTINUING EDUCATION**

Planned Program for Rank I

**10.0 INSTRUCTIONAL LEADERSHIP**

Director of Special Education (Level 1 and Level 2)

**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 documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. An Executive Summary of the programs is attached.

**Groups/Persons Consulted:**

Content Area Review Committees  
Reading Committee

**Alternative Actions:**

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

**Staff Recommendation:**

Alternative 1

**Rationale:**

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

**Contact Person:**

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**Executive Director**

**Date:**

May 19, 2008

## EXECUTIVE SUMMARY

### CAMPBELLSVILLE UNIVERSITY

#### Gifted Endorsement

**Theme of Unit:** Empowerment for Learning

**Brief Description of Continuous Assessment Plan:** The assessment plan for candidates in the gifted/talented endorsement program involves three candidate assessment points (CAPs): CAP 5-admission to the program, CAP 6-continuation in the program and CAP 7-exit from the program. These CAPs include criteria for academic achievement, disposition evaluations, major course evaluations and commitment to the KY Code of Ethics for teachers. For program evaluation, CAP data will be summarized for analysis and review during annual School of Education retreats. Program assessment also will occur during periodic surveys of graduates by the School of Education.

If educators at the advanced level desire the endorsement in gifted/talented education and are also MAE or Rank I students, then the CAPs occur in conjunction with the MAE and Rank I. If educators at the advanced level are not involved in a rank changing program and desire to take the endorsement, then the CAPs occur independently of those programs.

**Unique Features of Program:** The twelve hour endorsement program in gifted/talented education is intended to give educators with an interest in the education of gifted and talented students the opportunity to obtain the knowledge and skills necessary to develop, implement and direct programs in the education of gifted and talented students. The mode/s of delivery include/s blended online capabilities with courses offered online in addition to a specified number of campus based experiences.

The Gifted/Talented Education endorsement involves three courses, each one paired with an additional one hour practicum, to be taken over three trimesters—September, January and March. Each practicum involves collaboration with regional gifted education practitioners.

**Rationale for Implementation of Gifted/Talented Education Endorsement Program:**

An endorsement in gifted/talented education is currently offered at seven institutions of higher education in Kentucky—six public universities (EKU, NKU, UL, WKU and Murray and Morehead) and one private institution, (Georgetown College). Adding this endorsement to the offerings through the School of Education at Campbellsville University is an effort to provide a critical need in this region.

During planning meetings with regional practitioners, the need for this endorsement was strongly affirmed. In addition to establishing a need for such an endorsement, the practitioners assisted substantially to the conceptualization of this program.





**EXECUTIVE SUMMARY**  
**CAMPBELLSVILLE UNIVERSITY**  
**DIRECTOR OF SPECIAL EDUCATION**

**Theme.** The theme of all educator preparation programs at Campbellsville University is “Empowerment for Learning.”

**Description of continuous assessment plan including admission and exit requirements.**

The continuous assessment plan at Campbellsville University is called CAPs – candidate assessment points. There are three CAPs in the Director of Special Education program: CAP 5, program admission (valid teacher’s certificate; official transcripts, 2.75 gpa, undergraduate and graduate degrees; copy of current Professional Growth Plan; disposition self-assessment; documentation of three experience as a teacher of special education **or** one year as a teacher of special education and two years as a school psychologist **or** three years experience as a master’s level speech language pathologist; one letter of recommendation from a building or district level administrator; Code of Ethics); CAP 6, mid-point check (completion of nine hours with a 3.0 gpa; complete admissions folder); and, CAP 7, program exit (completion of 18 hours with a 3.0 gpa; successful completion of portfolio with a score of 3.0; disposition assessments – self and faculty).

**Program features including delivery model.** For Level I certification, the Director of Special Education program is an 18-hour graduate level program that will consist of a combination of campus-based and blended, online courses. Six (6) hours will be post-graduate level *education courses* and twelve (12) hours will be post-graduate level *special education* courses. For Level II certification, an additional twelve (12) hours of post-graduate courses must be taken. For continuing certification, six (6) additional hours are available, as well as a variety of discipline-related courses. The Level I program may be completed in two summer terms and one academic year. *Note: DOSE candidates will have the choice of seeking certification only or seeking both certification and the Rank I.*

**Rationale.** The Director of Special Education (DOSE) is a program needed in the Campbellsville University service region. Many teachers in the service area drive to Western Kentucky University (100 miles) or the University of Kentucky (90 miles) to earn a DOSE certificate. Over the past five (5) years, there has been an increase in inquiries about the program and the potential of it being offered by Campbellsville University. The increased inquiries may be due to the successful P-12 Learning Behavior Disorders alternative certification program which began in January 2003. Based on data obtained from the Education Professional Standards Board in January, 2008, below is the number of DOSE certifications and hires for the past three years:

<u>School Year</u>	<u># Certified</u>	<u># Hired</u>
2007-2008	67*	58
2006-2007	110	94
2005-2006	100	93

\*through January 10, 2008

Clearly, school districts are hiring nearly 90% of DOSEs being certified each year. With the increasing trend of retirees, need continues to exist for preparing DOSEs. Two human resource personnel in our region stated that this school year, they each had only one applicant for the DOSE position in their districts.

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**Executive Summary**  
Campbellsville University  
Rank I

**Theme:** Empowerment for Learning

**Description of continuous assessment plan including admission and exit requirements.**

The continuous assessment plan at Campbellsville University is called CAPs – candidate assessment points. There are three CAPs in the Rank 1 program: CAP 5, program admission (valid teacher’s certificate; official transcripts, 2.75 gpa, undergraduate and graduate degrees; copy of current Professional Growth Plan; disposition self-assessment; Code of Ethics); CAP 6, mid-point check (completion of 15 hours with a 3.0 gpa; complete admissions folder); and, CAP 7, program exit (completion of 30 hours with a 3.0 gpa; successful completion of Rank I culminating project; disposition assessments).

**Program features including delivery model.** The Rank 1 program is a 30-hour graduate level program that will consist of a combination of campus-based and blended, online courses. Fifteen (15) hours will be professional education “core” courses and fifteen (15) hours will be selected by the candidate from multiple options. These options include: (a) appropriate endorsement options and (b) professional specialty courses focusing on in-depth study in a specific discipline or combination of disciplines to meet the candidate’s professional growth needs or school improvement needs. Professional education core courses will be taught primarily in summer months in the June and June/July terms. Professional specialty courses will be taught in a trimester schedule during the academic year. All candidates will begin the Rank 1 program with the core course, ED 701 *Planning and Leading School Improvement*. This feature will insure clear and consistent communications regarding program expectations and requirements.

**Rationale.** Rank 1 is a program needed in the Campbellsville University service region. Many teachers in the service area drive to Western Kentucky University (approximately 100 miles) or the University of Kentucky (approximately 90 miles) to earn a Rank 1. Over the past five (5) years, there has been an increase in inquiries about the program and the potential of it being offered by Campbellsville University. The Graduate Studies Office conducted a survey in 2006 of teachers in the region to determine interest. One hundred eleven (111) responded with 104 indicating that they would enroll in a Rank 1 program at Campbellsville University if it were offered. A majority (95) also indicated they would prefer a combination of on-campus and blended online courses. Additionally, a focus group meeting of administrators was conducted on December 13, 2006 to provide a forum for establishing need and providing input on program development. Ten administrators representing school districts affirmed need for the program and responded to five key questions pertaining to identification of successful course and field experiences and suggestions on strategies for involving practicing school leaders in coursework and field experiences. Input was also provided on meaningful assessments. Feedback from the focus group was recorded and served as evidence for program need as well as a valuable resource in the development of the Rank 1 program.

The unit’s Teacher Education Advisory Council (TEAC) comprised of teachers and administrators in the region also confirmed need for the program and indicated that candidates from their districts would be very interested in a Rank 1 program particularly if it included a variety of delivery methods.

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### Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle.

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  - (a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;
  - (b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:
    1. Approval; or
    2. Denial of approval; or
    - (c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.
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  - (b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

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**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver A**

**Action Item:**

Request to waive language in 16 KAR 6:010. Written examination prerequisite for teacher certification

**Applicable Statutes and Regulation:**

KRS 161.028

KRS 161.030

16 KAR 6:010 Section 2(1)

**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 that requires an applicant for elementary certification to take *Elementary Education: Content Knowledge (0014)*?

**Background:**

Ms. Megan Russell is seeking Elementary (primary through grade 5) certification. She successfully completed the *Georgia Assessment for the Certification of Educators (GACE) Early Childhood Education Assessment (Tests 001 and 002)*.

Ms. Russell is requesting that the Education Professional Standards Board waive language in 16 KAR 6:010 that requires her to successfully complete the Praxis II *Elementary Education: Content Knowledge (0014)* for Elementary Education (primary through grade 5) certification.

The results of staff's review of the test specifications show that the GACE *Early Childhood Education* tests are a combination of multiple-choice and constructed response items which include nearly identical content categories as the Praxis II *Elementary Education (0014)* multiple-choice item test.

**Alternative Actions:**

1. Accept the *GACE Early Childhood Education Assessment* in place of the Praxis II *Elementary Education: Content Knowledge (0014)*.
2. Do not accept the *GACE Early Childhood Education Assessment* in place of the Praxis II *Elementary Education: Content Knowledge (0014)*.

**Staff Recommendation:**

Alternative Action 1

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## Agenda Book

### **Rationale:**

The GACE *Early Childhood Education Assessment* has a comparable number of multiple-choice items in the areas of language arts, mathematics, science, and social studies as the Praxis II *Elementary Education: Content Knowledge (0014)*. The GACE also includes one constructed response item in each of these areas in addition to 15 multiple-choice items in health, physical education, and the arts.

The GACE Test Design and Framework document and sample questions provide evidence that the GACE *Early Childhood Education Assessment* includes the same and more elementary content categories as the Praxis II *Elementary Education: Content Knowledge (0014)*.

### **Contact Person:**

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**Executive Director**

### **Date:**

May 19, 2008

## Agenda Book

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

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

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

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

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

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

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

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

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 157; or
- (d) Middle School Social Studies (0089) - 149....

# Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver B**

**Action Item:**

Waivers to accommodate the necessary modifications in the Kentucky Teacher Internship Program

**Applicable Statute or Regulation:**

KRS 161.028 (1) (r)

KRS 161.030

16 KAR 2:010 Section 2 (2) and (3)

16 KAR 2:020 Section 2 (2); Section 3 (2) (a)

16 KAR 2:120 Section 3 (1) (c)

16 KAR 2:140 Section 3 (1) (c)

16 KAR 2:170 Section 3 (1) (c)

16 KAR 2:190 Section 3 (1) (c)

16 KAR 7:010 Section 4 (2); Section 7 (2) (a)

**Applicable Goals:**

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

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.

**ISSUES**

**Issue 1:**

Given the significant underfunding of the Kentucky Teacher Internship Program (KTIP) in the next biennial budget, should the Education Professional Standards Board (EPSB) waive existing regulations in order to temporarily modify the program and direct staff to coordinate efforts with districts, teacher preparation programs, and teacher interns to resolve any unanticipated detrimental consequences that may arise?

**Issue 2:**

Should the EPSB suspend the practice of providing funds through the public universities for compensation and travel reimbursements paid to the assigned teacher educators?

**Background:**

The current difficult financial climate in the Commonwealth has resulted in significant decreases in the funding of state agencies and programs. Since the single greatest line item in the EPSB budget is for the KTIP program, some changes will need to be enacted to keep the program viable as the primary support mechanism for beginning teachers. These changes will:

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1. Suspend payments to universities for teacher educators' stipends and travel.
2. Prioritize entry into KTIP based on available funding.
3. Permit districts the use of cohorts.

### **Issue 1:**

An examination of KTIP's governing statute (KRS 161.030) by EPSB staff reveals that there are many aspects of the program that cannot be modified. Since the 2009-2010 biennial budget bill (HB 406) did not provide language to the contrary, the EPSB must make sure that KTIP conforms to the law, while also providing programmatic modifications that makes the best use of available funds.

The current request for waivers to 16 KAR 2: 010, 020, 120, 140, 170, 190 and 16 KAR 7:010 will provide either modifications to KTIP procedures or will allow related certification procedures to continue to function appropriately should teachers not be able to complete KTIP in their first year of teaching. None of these waivers will diminish the integrity and the priorities of this proven program. Given, however, the many nuances of placement of new teachers across the Commonwealth and the practical need to facilitate placement of these teachers in a timely manner, it is suggested that EPSB staff be directed by the board to coordinate efforts with districts, teacher preparation programs, and teacher interns to resolve any unanticipated detrimental consequences that may arise.

### **Issue 2:**

Neither state statute (KRS 161.028) nor EPSB regulation requires or implies that the EPSB has the responsibility to compensate the teacher educators (TE), which, with reimbursement for travel expenses, currently costs approximately \$1.1 million per year. The statute does, however, provide that if the teacher institution is unable to provide a TE to serve, the district superintendent shall appoint an instructional supervisor from the school district, and in a nonpublic school the chief officer of the school shall appoint an instructional supervisor or a teacher with like qualifications and responsibilities.

If the institution(s) cannot supply the TE, the district could either be voluntarily provided a TE from another public or independent state-approved educator preparation institution or a district instructional supervisor or teacher with like qualifications could serve on the beginning teacher committee in lieu of the teacher educator. Communication between the EPSB, the districts, and the public and independent state-approved educator preparation programs will identify the willingness and/or ability of the various public and private institutions to provide a TE.

### **Alternative Actions:**

#### **Issue 1:**

1. Approve the waiver requests and direct staff to resolve unanticipated detrimental consequences that may arise aside.
2. Approve the waiver requests and do not direct staff to resolve unanticipated detrimental consequences that may arise.
3. Approve some of the waiver requests with modifications.

## Agenda Book

4. Deny all the waiver requests.

### **Issue 2:**

1. Approve the suspension of the current practice to provide stipends and travel reimbursements for assigned teacher educators.
2. Do not approve the suspension of the current practice to provide stipends and travel reimbursements for assigned teacher educators.

### **Recommended actions:**

#### **Issue 1:**

Alternative 1

#### **Issue 2:**

Alternative 1

### **Contact Persons:**

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**Executive Director**

### **Date:**

May 19, 2008

# Agenda Book

## Agenda Book

**KAR 2:010 Section 2 (2) and (3)**—in order that we may issue the Professional certificate for only 3 or 3 ½ years if they take longer in KTIP (or waiting for it.)

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

- (a) 1. At least a bachelor's degree with:
    - a. A cumulative grade point average of 2.50 on a 4.0 scale; or
    - b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or
  2. As required by Section 4(2)(g)6 or (4)(e) of this administrative regulation, a master's degree with:
    - a. A cumulative grade point average of 2.50 on a 4.0 scale; or
    - b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;
- (b) An approved program of preparation; and
- (c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

**(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.**

**(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.**

**KAR 2:020 Section 2 (2) (a)**—in order to continue provisional occupation-based teachers into year 2 without KTIP completion.

Section 2. Issuance and Renewal of One (1) Year Provisional Certificates. (1) Initial issuance. A provisional internship certificate for teaching occupation-based career and technical education, valid for teaching only the subject or subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

- (a) High school graduation or its equivalent determined by evidence of an acceptable score on the general education development test administered by an approved testing center;
- (b) Four (4) years of successful and appropriate occupational experience in the area to be taught, with:
  1. At least two (2) years of the occupational experience completed within the last five (5) years. A maximum of one (1) year of the required work experience may be satisfied by completion of an accredited vocational preparation program for the occupation to be taught; and
  2. The occupational experience confirmed by the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System;
- (c) The testing provisions established in 16 KAR 6:020; and
- (d) An offer of employment from a local school district, the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System.

**(2) First renewal of one (1) year provisional certificates. The first renewal of the one (1) year provisional certificate shall require the successful completion of:**

- (a) The Kentucky Teacher Internship Program established in 16 KAR 7:010; and**
- (b) Three (3) semester hours of credit in occupation-based career and technical education laboratory/classroom management. This requirement may be met by successfully completing the New Teacher Institute sponsored by the Department of Workforce Investment.

**KAR 2:020 Section 3 (2) (a)**—to allow us to continue initial professional occupation-based teachers into year 2 without KTIP completion. (these are mostly out of state and we have little or no incidence of this)



## Agenda Book

Section 3. Issuance and Renewal of the Professional Certificate. (1) Initial issuance. A professional certificate for teaching occupation-based career and technical education, valid for teaching only the subject or subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

- (a) Compliance with Section 2(1) of this administrative regulation; and
- (b) The completion of a planned program consisting of a minimum of sixty-four (64) semester hours of college credit established in Section 4 of this administrative regulation.

(2) First renewal.

**(a) The first renewal shall require the successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.**

**KAR 2:120 Section 3 (1) (c)**—to allow us to avoid issuing only a temporary certificate to a new teacher who cannot get into KTIP but to whom we can, under the waivers in 7:010, issue a provisional internship certificate (because KTIP is full)

Section 3. Rank and Salary Provisions. (1) The Education Professional Standards Board shall issue the emergency certificate for full-time or part-time employment established in Section 2 of this administrative regulation with a rank designation based upon the following criteria:

(a) A teacher holding a valid Kentucky teaching certificate shall be issued an emergency certificate for full-time or part-time employment at the rank designated on the teacher's regular certificate.

(b)1. A new teacher holding a valid one (1) year provisional certificate issued upon enrollment in the Kentucky Teacher Internship Program established in 16 KAR 7:010 shall be issued an emergency certificate for part-time employment at the rank designated on the teacher's one (1) year provisional certificate.

2. The teacher shall maintain a half-time enrollment in the internship as defined in 16 KAR 7:010 to remain eligible for the higher rank established in this paragraph.

3. If the teacher terminates or otherwise fails to continue enrollment in the internship prior to its successful completion, the teacher shall be reclassified at Rank IV until the teacher is properly reenrolled in the internship program.

**(c) A new teacher holding a valid Kentucky Statement of Eligibility shall be issued an emergency certificate for full-time or part-time employment at Rank IV until the teacher:**

**1. Is properly enrolled in the Kentucky Teacher Internship Program on at least a half-time basis as established in 16 KAR 7:010; and**

**2. Possesses the one (1) year provisional certificate referenced in paragraph (b)1 of this subsection.**

(d) An applicant for the emergency certificate for full-time or part-time employment who does not hold a valid Kentucky teaching certificate shall be issued the emergency certificate at Rank IV.

**KAR 2:140 Section 3 (1) (c)**—to allow us to issue a second probationary IECE cert without KTIP completion.

Section 3. Requirements for Renewal of a Probationary Interdisciplinary Early Childhood Education Certificate. (1) The first renewal of the probationary interdisciplinary early childhood education certificate shall be for one (1) year based upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school as a teacher of children ages birth to primary;

(b) Completion of at least six (6) semester hours or its equivalent from the approved interdisciplinary early childhood education preparation program as indicated on the teacher's curriculum contract; and

**(a) Successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.** A teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial probationary certificate or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS

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161.030(5) shall not be required to complete the internship program again while serving on the probationary certificate.

**16 KAR 2:170 Section 3 (1) (c)**—to allow us to issue a second probationary middle school cert without KTIP completion

Section 3. Requirements for Renewal of a Probationary Certificate for Middle School Teachers, Grades Five (5) Through Nine (9). (1) The first renewal of the probationary certificate for middle school teachers shall be for one (1) year based upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in grades five (5) through nine (9) in the content area or areas indicated on the initial probationary certificate;

(b) Completion of at least six (6) semester hours or its equivalent from the approved middle school preparation program as indicated on the teacher's curriculum contract; and

**(c) Successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.** Teachers who have successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial probationary certificate or who are not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the probationary certificate.

**16 KAR 2:190 Section 3 (1) (c)**—to allow us to issue a second information technology cert without KTIP completion

Section 3. Requirements for Renewal of a Probationary Certificate for Information Technology Teachers, Grades Five (5) Through Twelve (12). (1) The first renewal of the probationary certificate for information technology teachers shall be for one (1) year based upon successful completion of the following requirements:

(a) Evidence of employment in a local school district, the Kentucky Department of Education, the Department for Technical Education, or the Kentucky Community and Technical College System in grades five (5) through twelve (12) in information technology;

(b) Completion of at least six (6) semester hours or its equivalent from the approved information technology preparation program as indicated on the teacher's curriculum contract; and

**(c) Successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.** Teachers who have successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial probationary certificate or who are not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the probationary certificate.

**16 KAR 7:010.Section 4 (2)** – to allow us to delay enrollment in KTIP if funds are not available

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

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

**16 KAR 7:010 Section 7 (2) (a)** – to allow the use of cohorts

Section 7. Payments to Committee Members.

(2) A resource teacher shall:

(a) **Not serve as a resource teacher for more than one (1) teacher intern concurrently.**

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**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver C**

**Action Item:**

Request for waiver of the board's decision to notate periods of suspension and/or revocations on certificates when reissued.

**Applicable Statute, Regulation, or Board Action:**

Board action 2004-054

**Applicable Goal:**

Goal 3: Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

**Issue:**

Should the Education Professional Standards Board waive the Board decision to notate periods of suspension and/or revocations on a teacher's certificate who was suspended from April 1999 through April 2000?

**Background:**

Mr. William Lee Ward's Kentucky teaching certificate was retroactively suspended for one (1) year beginning April 19, 1999. In August of 2004, the Education Professional Standards Board approved notating periods of suspension or revocation on reissued certificates. Suspension and revocation dates are automatically notated on any certificate that is renewed or reissued pursuant to the August 2004 decision. Mr. Ward recently requested an additional copy of his certificate and the suspension dates were notated on the certificate.

**Extraordinary Circumstances**

Mr. Ward feels that he was honest and accepted his punishment. Due to the suspension dates on his certificate, he feels that he is not able to move beyond a bad misjudgment.

**Alternative Actions:**

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

**Contact Person:**

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**Executive Director**

**Date:**

May 19, 2008

