

Agenda Book

**EPSB Meeting Agenda
EPSB Offices**

**100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
January 11, 2010**

Monday, January 11, 2010

9:00 AM EST Call to Order

Roll Call

Approval of October 19, 2009 Minutes (Pages 1-14)

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)
- D. Local Educator Assignment Data (LEAD) Report and Highly Qualified (HQ) Visit Update (Mr. Mike Carr)

Report of the Chair

Appointments to the Committee to Review Admissions and Clinical Experience for Pre-Service Programs

Appointments to the Committee for the Review of the Superintendent Preparation Programs

Call of a February Regular Meeting to be Held Jointly with the Kentucky Board of Education (KBE) and Council on Postsecondary Education (CPE)

Committee Reports

Information/Discussion Items

- A. Office of Education Accountability Mathematics Study (Mr. Ken Chilton; Ms. Marcia Seiler) **(Pages 15-18)**
- B. Kentucky Association of Colleges for Teacher Education (KACTE) Presentation (Dr. Beth Penn; Dr. Ann Larson) **(Pages 19-20)**
- C. Awarded Contracts (Mr. Gary Freeland) **(Pages 21-22)**
- D. EPSB Mid-Year Budget Report (Mr. Freeland) **(Pages 23-24)**
- E. Discussion on the Statewide Standards for College Readiness as a Result of Senate Bill 1 (KDE) (Mr. Michael Miller) **(No Staff Note – Oral Presentation)**
- F. Review of the Race to the Top (RTTT) Grant Proposal (Dr. Terry Holliday) **(No Staff Note – Oral Presentation)**

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Action Items

- A. Charter for the Committee to Review Admissions and Clinical Experience for Pre-Service Programs (Dr. Marilyn Troupe) **(Pages 25-28)**
- B. Charter for the Committee to Review the Superintendent Preparation Programs (Mr. Brown) **(Pages 29-32)**
- C. 16 KAR 1:040 Teachers' National Board Certification Incentive Trust Fund (Mr. Brown) **(Pages 33-40)**
- D. Approval of Principal Preparation Program, All Grades, Asbury College (Dr. Marilyn Troupe) **(Pages 41-48)**
- E. Approval of Preparation Program Addition, Environmental Education P-12 Endorsement (Undergraduate and Graduate Levels), Campbellsville University (Dr. Troupe) **(Pages 49-54)**
- F. Approval of Teacher Leader Master of Education and Endorsement Program Proposal, University of Louisville (Dr. Troupe) **(Pages 55-60)**
- G. Approval of Teacher Leader Master's and Planned Fifth-Year Program, Western Kentucky University (Dr. Troupe) **(Pages 61-68)**
- H. Approval of Contracts (Mr. Freeland) **(Pages 69-70)**

Alternative Route to Certification

- A. Valerie C. Lanzon Conti, Chemistry, Grades 8-12 (Mr. Carr) **(Pages 71-74)**
- B. Karen Lynn Shoopman-Campbell, Chemistry, Grades 8-12 (Mr. Carr) **(Pages 75-77)**

Board Comments

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

Certification Review and Revocation: Pending Litigation Review

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

Adjournment

Next Regular Meeting:
March 1, 2010
EPSB Offices

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The actions delineated below were taken in open session of the EPSB at the October 19, 2009 meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

<p style="text-align: center;">Education Professional Standards Board (EPSB) Summary Minutes of the Regular Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky October 19, 2009</p>
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Call to Order

Chair Lorraine Williams called the meeting to order at approximately 9:10 a.m.

Roll Call

The following members were present during the October 19, 2009 EPSB meeting: Lonnie Anderson, Frank Cheatham, Sandy Sinclair-Curry, Michael Dailey, John DeAtley, Mary Hammons, Gregory Ross, Becky Sagan, Bobbie Stoess, Tom Stull, Mark Wasicsko, and Lorraine Williams. Cathy Gunn, Lynn May, Zenaida Smith, and Cynthia York were absent.

Approval of September 14, 2009 Minutes

Ms. Becky Sagan noted a correction to the minutes. Her name needed to be removed as being present during the disciplinary review.

Motion made by Dr. Mark Wasicsko, seconded by Dr. Frank Cheatham, to approve the September 14, 2009 minutes as revised.

Vote: 11 – Yes

1 – Abstain (Mr. Lonnie Anderson)

Open Speak

There were no requests for open speak.

Report of the Executive Director

Dr. Rogers reviewed the contents of the board folder with the members. He discussed a brochure for the 2nd Annual ACT Education Summit and noted that the summit has proved to be very helpful to teachers. The ACT Education Summit II will expand on last year's summit, which focused on practices that moved students from testing to readiness. Using student data, Summit II will focus on best practices leading to college and career readiness. The summit will be held at two locations – Lexington and Bowling Green—and EILA credits are offered. Mr. John DeAtley added that there will be different presentations for different audiences.

Dr. Rogers also recognized and welcomed Jim Thompson, the new legislative liaison for the Education Cabinet.

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Report from the Kentucky Department of Education (KDE)

Mr. Michael Dailey reported on recent events of KDE. He stated that KDE is working in collaboration with the EPSB and CPE on the Race to the Top (RTTT) grant proposal. He added that the collaborative spirit of the work is exciting.

Report from the Council on Postsecondary Education

Mr. John DeAtley reported that CPE has focused on the RTTT grant proposal and Senate Bill 1 (SB1) meetings. He further informed the board that CPE has a new interim vice president for academic affairs, Dr. Aaron Thompson. Dr. Thompson came to CPE from Eastern Kentucky University where he is a professor of sociology.

Report of the Chair

New Appointment to the Accreditation Audit Committee (AAC)

Chair Williams appointed Dr. Susan Compton to the Accreditation Audit Committee.

Committee Reports

There were no committee reports.

Information/Discussion Items

Update on Senate Bill 1

Dr. Rogers, Mr. Dailey, and Mr. DeAtley updated the board on the Senate Bill 1 implementation. The Mathematics and Language Arts Standards should be finalized and approved in December. The collaboration among agencies due to this work has been unprecedented.

Principal Redesign Presentation

Dr. Jim Rinehart reported that the Principal Preparation Redesign began in 2004. Currently Kentucky is implementing phases 3 and 4 of the redesign—the development of an experienced principal professional growth program and the development of statewide rubrics for assessment aligned to the Leadership Continuum.

Dr. Rinehart introduced Deborah Baker, Cindy Gnadinger, and John Sizemore of Bellarmine University, who reported on the university redesign experience. Through collaborative design, collaborative delivery, and administrative considerations, the university developed its redesigned principal program.

Amy Carter, Jody Blalock, and Alecia Ladd reported on the redesign experience from their perspective as aspiring principals. They reported that the principal preparation benefited them by providing real-world scenarios, hands-on learning, authentic professional practice, active school improvement projects, dynamic professional development, professional networking, and personal reflection.

Pete Galloway, Graves County superintendent, and Kim Harrison, Graves County assistant superintendent, reported on the redesign experience from the district perspective. They said that this program gave candidates a real feel for the duties of an instructional leader and provided the district with a pool of highly qualified principal candidates.

Dr. Rogers thanked the presenters for the excellent presentation.

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Awarded Contracts

Mr. Gary Freeland reported on three contracts awarded by the EPSB. The contracts are as follows:

- * A P-20 collaborative agreement among EPSB, KDE, and CPE to oversee the project of merging P-20 data and making it available for reporting, analysis, and research. No funds were involved in this agreement.
- * An MOA with KDE for the distribution of federal funds awarded to KDE for the P-20 data project. The EPSB will receive \$190,000 in FY 2010 as a sub-grant from KDE to subsidize the cost of a project manager for the funding of a P-20 data project.
- * A personal service contract with Judith Phillips to provide technical assistance and training for users of KyEducators.org in the amount of \$36,968.56.

Action Items

EPSB Fiscal Year 2011-2012 Biennial Budget Request

Mr. Freeland reported that the 2011-2012 biennial budget must be submitted to the Education Cabinet on October 24, 2009, and then forwarded to the Governor's Office for Policy and Management (GOPM) for review and approval. The proposed priority listing by staff was as follows:

- 1) Defined Calculations (a mandatory requirement to be listed as first priority, which includes increases for merit staff, retirement contributions, rent and utility increases, motor pool vehicle charges, etc.)
- 2) Additional funding for KTIP
- 3) Filling vacant positions
- 4) Additional funding for the cooperating teacher program
- 5) Additional funding for the National Board program
- 6) Expansion of the legal division by adding a staff attorney position
- 7) Funding for KPIP

The proposed capital budget requests are the same as in the EPSB's previous biennial budget. The request includes funding for an electronic educator preparation system, online certification and integration system, and technology infrastructure upgrades.

Ms. Becky Sagan stated that she supports full funding of the KTIP program and believes that such funding is critical.

2009-067

Motion made by Mr. Mark Wasicsko, seconded by Mr. Greg Ross, to authorize the deputy executive director to submit the 2011-2012 budget request to the Secretary of Education and Workforce Development and to the Office of the State Budget Director, as presented.

Vote: *Unanimous*

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2010 Legislative Agenda

Ms. Alicia Sneed proposed five items to be placed on the EPSB's legislative agenda for the upcoming legislative session. These items are listed below.

- * Support full funding of the EPSB's 2011-2012 budget request, which includes an increase in funding to the following programs: KTIP, KPIP, National Board, and Cooperating Teachers.
- * Support a request to designate KTIP as a necessary governmental expense to ensure future funding for the program, no matter the number of interns.
- * Support a request to include language in the 2010 budget bill to allow unused KTIP funds from one fiscal year to carry over to the next fiscal year.
- * Oppose any attempt to dilute or modify the current authority of the EPSB
- * Support any legislation which further supports the EPSB's mission and goals.

2009-068

Motion made by Ms. Sandy Sinclair-Curry, seconded by Mr. Lonnie Anderson, to approve the 2010 legislative agenda.

Vote: *Unanimous*

16 KAR 2:010. Kentucky Teaching Certificates, Final Action

2009-069

Motion made by Mr. Michael Dailey, seconded by Mr. Anderson, to approve the changes to 16 KAR 2:010.

Vote: *Unanimous*

16 KAR 2:120. Emergency Certification and Out-Of-Field Teaching, Final Action

2009-070

Motion made by Mr. John DeAtley, seconded by Mr. Dailey, to approve the changes to 16 KAR 2:120.

Vote: *Unanimous*

16 KAR 2: 200. Probationary Endorsement for Teachers for English as a Second Language, Final Action (to Promulgate New Regulation)

2009-071

Motion made by Dr. Frank Cheatham, seconded by Ms. Sinclair-Curry, to approve the changes to 16 KAR 2:200.

Vote: *Unanimous*

Emergency Review of Certification Program Pursuant to 2007-2008 Title II Report

Dr. Marilyn Troupe reported that in 2003 the board established a procedure which authorizes the executive director to request information regarding any program in which one or more Praxis assessments required for certification evidence a pass rate below 80 percent on the annual Title II report. Based upon the 2007-2008 Title II report, the executive director requested that plans be implemented to improve the pass rate on Praxis

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II exams from Lindsey Wilson College, Murray State University, and Mid-Continent University.

Dr. Troupe reported that the recommendation of the executive director is to accept the plans with no follow-up action necessary. After another year of available data, EPSB staff will review the same programs to see if there has been improvement.

2009-072

Motion made by Dr. Wasicsko, seconded by Dr. Cheatham, to approve the recommendation of the executive director and accept the plans of Lindsey Wilson College, Mid-Continent University, and Murray State University with no follow-up action necessary.

Vote: *Unanimous*

Off-Site Campus Request, Asbury College

2009-073

Motion made by Mr. DeAtley, seconded by Mr. Anderson, to approve the Asbury College request to establish one off-site campus at the Jessamine Career and Technology Center (JCTC).

Vote: *Unanimous*

Ms. Becky Sagan stated that she appreciates the willingness of Asbury College to expand its program in an effort to provide greater accessibility to students.

Dr. Bonnie Banker, director of Graduate Education at Asbury College, expressed her appreciation for the support of the EPSB and said that the college is eager to begin work at the new location.

Waivers

16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching, Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Cathy Gunn on behalf of Ms. Andrea Wolfe

2009-074

Motion made by Dr. Wasicsko, seconded by Mr. Ross, to approve the waiver request for Dr. Cathy Gunn on behalf of Ms. Andrea Wolfe.

Vote: *Unanimous*

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Request to Waive Language Pertaining to Elementary and Middle School Mathematics Certification Assessment Requirements

2009-075

Motion made by Mr. DeAtley, seconded by Mr. Ross, to accept the GACE Early Childhood Education (001) and (002) in lieu of the Praxis II Elementary Education: Content Knowledge (0014). Accept the GACE Middle Grades Mathematics (013) in lieu of the Praxis II Middle School Mathematics (0069).

Vote: *Unanimous*

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Board Comments

There were no board comments.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
October 19, 2009**

Motion made by Mr. John DeAtley, seconded by Mr. Lonnie Anderson, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1) (c) & (j).

Vote: *Unanimous*

Motion made by Dr. Lonnie Anderson, seconded by Ms. Sandra Sinclair-Curry, to return to open session.

Vote: *Unanimous*

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

Frank Cheatham, Becky Sagan, Lorraine Williams, Tom Stull, Mary Hammons, John DeAtley, Lonnie Anderson, Sandra Sinclair-Curry, Bobbie Stoess, Michael Dailey, Mark Wasicsko, and Gregory Ross.

Attorneys present were Alicia A. Sneed, Gary A. Stephens, Katie Morgan, and Angela Evans.

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
0909497	Admonish
0906430	Hear
0906427	Admonish
0908469	Admonish
0907457	Hear
0908472	Admonish
0907459	Defer for proof
0907445	Hear
0907461	Hear
0804805	Dismiss
090259	Dismiss
07-07139	Dismiss
0807930	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
09875	Approve
09900	Approve
09816	Approve
09918	Approve
09920	Approve
09924	Approve
09925	Approve
09926	Approve
09927	Approve
09928	Approve
09933	Approve
09934	Approve
09935	Approve
09936	Approve

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
0808964 (Bethany Travis)	<p>Accept Agreed Order suspending Respondent's for a period of thirty (30) days retroactively from November 1st to November 30, 2008. Respondent is required over a period of the next three years to attend the Greenville AA/NA meetings on Thursday evenings. Respondent may only utilize her family physician, or a physician she is referred to by her family physician, except in the case of an emergency medical situation. In such event, she will immediately report same to her family physician. Respondent will continue to be under the care of Dr. Kalik. For three (3) years, commencing November 1, 2008, Respondent will submit to quarterly drug screens to the Kentucky Education Professional Standards Board and the cost associated with said testing will be borne by Respondent. Respondent can obtain no further criminal charges. Failure to comply with any of the above referenced requirements will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until she complies with the conditions outlined in the Agreed Order.</p> <p>Vote: <i>Unanimous</i></p>
0803684 (James Chase)	<p>Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall not possess or have his Kentucky teaching certificate reinstated for his lifetime.</p> <p>Vote: <i>Unanimous</i></p>

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090153 (Andrea Duty)

Accept Agreed Order revoking Respondent's teaching certificate for a period of twenty (20) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on her behalf, at the conclusion of the twenty (20) year revocation period is expressly conditioned upon Respondent providing written proof to the Board, at the time of application, that she has complied with the following: Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

08101048 (Stacy Reese)

Accept Agreed Order Board admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that, as a teacher, she has a duty to uphold the dignity and integrity of the teaching profession. Driving under the influence of alcohol is not only dangerous; it is also a horrible example to set for students. The Board will tolerate no further incidents of misconduct by Respondent.

Vote: *Unanimous*

06-08219 (Darlene Young)

Accept Agreed Order reminding Respondent that a teacher shall keep in confidence information about students which has been obtained in the course of professional service. Although the Board finds no malice in Respondent's actions and recognizes that Respondent's actions were an oversight, the Board notes that teachers have a duty to protect the privacy of students. In the future, Respondent shall be more cautious about situations that may jeopardize the privacy of students. Respondent shall provide written proof to the Board that she has received student confidentiality professional development/training, as approved by the Board, no later than July 1, 2010. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to satisfy this condition by July 1, 2010, her teaching certificate will automatically be suspended until such training is

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completed and the appropriate written proof is provided to the Board.

Vote: *Unanimous*

06-06161 (April Scott)

Accept Agreed Order which states as follows:
Respondent shall not apply for nor have applied on her behalf any emergency certificate, including the application for emergency substitute certification. Respondent shall only be permitted to apply for temporary provisional or statement of eligibility if she has met the educational requirements. In addition, within one (1) year of being granted temporary provisional or statement of eligibility, Respondent must present evidence to the Board that she has completed professional development or training in classroom management and teacher ethics to maintain her certification.

Vote: *Unanimous*

07-0586 (Jason Jackson)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall immediately surrender the original and all copies of this certificate to the Board, by first class mail or personal delivery to 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. For the remainder of his lifetime, Respondent shall neither apply for nor be issued any teaching certificate in the Commonwealth of Kentucky.

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

07-0349 (Charles Stamper)

Accept Agreed Order dismissing Case Number 07-0349.

Vote: *Unanimous*

07-10181 (Candace Melton)

Accept Agreed Order which states as follows: In addition to the standard requirements of the application process, before Respondent shall be reissued a certificate, she shall complete twelve (12) hours of ethics training which shall include instruction on appropriate student-teacher boundaries.

Vote: *Unanimous*

07-07131 (David Welch)

Accept Agreed Order which states as follows:
Respondent is admonished for making embarrassing and disparaging comments to students and for advising students of their grades in the presence of others. 2. Respondent has submitted written proof, attached to this Agreed Order, to the Board that, since July 2008, he has completed twelve (12) hours of ethics training approved by the Board.

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Vote: *Unanimous*

07-09158 (Darren Mills)

Accept Agreed Order which states as follows:

1. Respondent is admonished that a teacher must take reasonable efforts to protect the health, safety, and emotional well-being of students. 2. Respondent agrees that he will not operate a school bus over any regularly scheduled route between students' homes and schools for five (5) years following the date the Board accepts this Agreed Order. Should Respondent violate this agreement, his certificate shall be automatically suspended for a period of one (1) year.

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

06-11274 (Lesley Grandstaff)

Accept Agreed Order admonishing Respondent for using inappropriate physical force to discipline 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 incidents of misconduct from Respondent. Prior to taking any teaching position, in any capacity, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development/training in the area of classroom management, and six (6) hours of professional development/training in the area of professional ethics. The training shall be approved by the Board and any expense incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until such training is complete and Respondent provides the appropriate written proof to the Board.

Vote: *Unanimous*

0804808

(Matthew Thompson)

Accept Agreed Order suspending Respondent's certificate retroactively, for a period of thirty (30) days), from June 3, 2008 to July 2, 2008. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road 3rd Floor, Frankfort, Kentucky 40601. Before Respondent shall be reissued a Kentucky teaching certificate, in addition to any other requirements, Respondent shall complete twelve (12) hours of professional development/training in the areas of professional ethics, as approved by the Board. Any expenses incurred for said training shall be paid by Respondent.

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Vote: *Unanimous*

0806912 (David Downing)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, retroactively for a period of one year from May 2, 2008 through June 30, 2009. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road 3rd Floor, Frankfort, Kentucky 40601. Failure to do so shall result in further disciplinary action by the Board. Prior to renewing his certificate, Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent.

Vote: *Unanimous*

07-0120 (Deanna Barton)

Accept Agreed Order reminding Respondent that she has a duty to follow all administrative procedures related to student testing for the well-being of the students and for the integrity of the testing process. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received three (3) hours of CATS training and six (6) hours of ethics training no later than January 1, 2010. Any expense incurred for said training shall be paid by Respondent.

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

08101096 (Dana Coots)

Accept Agreed Order suspending Respondent's certificate for five (5) days beginning October 17, 2008 and ending October 23, 2008. Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Respondent shall provide to the Board, on or before January 1, 2010, written evidence from a Kentucky licensed and/or certified physician and/or mental health professional, approved by the Board, that he has undergone an anger management assessment and completed any and all treatment recommendations. Any expense for this assessment and any required counseling or treatment shall be paid by Respondent. Respondent has provided proof that he has met the required anger management assessment and treatment recommendations.

Vote: *Unanimous*

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0805860 (Adam Decker) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07-101626 (Marlene Fields) Accept Agreed Order which states as follows:
1. Respondent is admonished for conduct unbecoming and for failing to protect the health, safety, and emotional well-being of a student.
2. Should Respondent choose to come out of retirement, before she accepts a teaching position, Respondent must provide proof to the Board that she has completed six (6) hours of anger management classes and six (6) hours of ethics training. Respondent shall be responsible for any expenses for the required training. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended until she provides proof that she has completed the required training.

Vote: *Unanimous*

08121202 (Sherman Fields) Accept Agreed Order retroactively suspending Respondent's certificate, including any and all endorsements, for five (5) days beginning November 10, 2008 through November 14, 2008. Upon acceptance of this Agreed Order by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB by delivering or mailing to: 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition, Respondent shall complete a Board-approved course in classroom management and shall submit written proof of such completion to the Board. Any expense for required training shall be borne by the Respondent. Respondent shall also provide written proof to the Board that he has completed three (3) hours of ethics training which shall include instruction on appropriate student-teacher boundaries. Any expense for required training shall be borne by the Respondent. Failure to comply with these training mandates by December 31, 2010 will result in an automatic suspension of Respondent's teaching certificate and it will remain

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suspended until he completes the requirements contained in this Agreed Order.

Vote: *Unanimous*

0807939 (Randy Maki)

Accept Agreed Order admonishing Respondent for using inappropriate physical force against a student. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. The Board will not tolerate any further incidents of misconduct from Respondent. Respondent shall provide written proof to the Board that he has completed a professional development/training course in Safe Crisis Management, and twelve (12) hours of professional development/training in classroom management, as approved by the Board, by December 31, 2010. Any expense incurred for said training shall be paid by Respondent. Respondent agrees that, should he fail to comply with the above conditions, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

Evaluation of the Executive Director

Dr. Frank Cheatham thanked Lonnie Anderson and Cynthia York for their hard work on the committee to evaluate the executive director.

Ms. Lorraine Williams read a summary of the results of the evaluation. The data presented in the evaluation document were based on a four point scale. The mean scores for board members ranged from 3.5 to 3.9, and the means for responses from the staff ranged from 3.5 to 3.92. Indicators were overwhelmingly marked *agree* and *strongly agree*.

Three strategies were identified for Dr. Rogers to facilitate the ongoing work of the board during 2009. These points were to focus on communications, memos, etc., as the board continues to address problems, issues, and challenges; to continue to include our partners in addressing the continuing challenges facing the profession; and to develop and implement a satisfaction survey for the superintendents to help inform the work of the board. Based on the documents submitted to the board, Dr. Rogers met expectations in the above areas.

The following strengths were identified during the discussion of the data analysis regarding Dr. Rogers' performance during the evaluation period:

- EPSB agenda items show intentional planning with partners across agencies and universities due to Dr. Rogers' strong leadership
- training for new board members is high quality and allows for rapid assimilation into the position

The board set four targets and/or initiatives for 2010 for Dr. Rogers. These targets/initiatives are as follows:

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1. Continue partnership efforts with the P-20 initiatives and the Race to the Top Stimulus Grant.
2. Aggressively pursue implantation of Senate Bill 1, especially in regards to Professional Development.
3. Continue with the rigorous approval of Masters and Principals' Redesign Programs.
4. Continue to be a catalyst for bringing together universities, school districts and the three educational agencies to improve teaching and learning in the Commonwealth.

Ms. Lorraine Williams suggested that the board develop a procedure or instrument to internally reflect on its work. Additionally, she suggested reviewing the procedure for the evaluation the executive director.

2009-076

Motion made by Mr. Ross, seconded by Mr. Dailey, to accept the satisfactory evaluation of the executive director and approve his 1% increment for 2010.

Vote: *Unanimous*

Dr. Rogers informed the board that he returned his state car to allow the agency to use it and save on agency travel expenses.

Board Attorney Angela Evans is going to research alternatives for the executive director's evaluation.

Review of the EPSB Goals and Strategies

Dr. Rogers stated that in the fall of 2010, a committee will be formed to revisit the board's goals and strategies. He asked the board to start collecting ideas and thinking about what may need to be changed.

Adjournment

Motion made by Mr. Ross, seconded by Ms. Bobbie Stoess, to adjourn the meeting.

Vote: *Unanimous*

Next Meeting:

January 11, 2010
9:00 AM
EPSB Board Room
Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

A research report from the Office of Education Accountability that focuses on the issue of teacher quality and math education

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010; 16 KAR 6:010

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.

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

Background:

This report examines pre-service teacher education; educator preparation program accreditation; post-service continuing education of teachers; traditional indicators used to denote teacher quality; issues surrounding the attraction and retention of math teachers; and the measurement of teacher quality.

In December 2008, the Education Assessment and Accountability Review Subcommittee approved the Office of Education Accountability's (OEA) research plan to study mathematics. One part of the study was to examine teacher quality. The objectives were to analyze teacher quality variables, including available data on teachers, educator preparation programs, and organizations responsible for ensuring teacher quality standards.

To complete this study, OEA staff analyzed data provided by the Education Professional Standards Board (EPSB), the Council for Postsecondary Education (CPE), the Kentucky Department of Education (KDE), and Kentucky's public and private colleges and universities. In addition, staff conducted an extensive literature review and interviewed several national experts who specialize in teacher quality research. Staff also analyzed 50 randomly selected math teacher master's degree transcripts to determine the amount of coursework devoted to math content knowledge and math pedagogy.

Data are also taken from OEA site visits to 15 school districts. Site visit data include interviews, assessment data, and additional documents related to math teaching and learning. Site visit districts and schools were selected to include programs with higher-than-expected or lower-than-expected math academic achievement while controlling for school poverty. To the extent possible, OEA staff attempted to choose a site visit sample that was representative of the state's different geographic regions.

Based upon review of the data, OEA staff provided a draft report to the Education Assessment and Accountability Review Subcommittee on October 13, 2009. Included in the draft document are several recommendations pertaining to the EPSB.

Recommendations:

- The Education Professional Standards Board should evaluate the standards measured by mathematics exit exams required for math certification and ensure that the selected exit examinations and pass scores adequately reflect the content knowledge and pedagogical skills expected of all teachers.
- The Council on Postsecondary Education, the Education Professional Standards Board, and the Kentucky Department of Education are collaborating to develop a P-20 data system that will rely on timely, accurate, and consistent data at all levels from preschool through higher education. Each agency shall have in place adequate methods of review and audit to ensure that its data contribute to a comprehensive, robust, and valuable P-20 database for use by researchers and the general public.
- In developing the P-20 database, the Education Professional Standards Board, in collaboration with the Council on Postsecondary Education and the Kentucky Department of Education, should require that sufficient data be included in the system to permit value-added assessment of educator preparation programs. The data must be more content and program specific than that required by the current National Council for Accreditation of Teacher Education and state accreditation requirements.
- The Education Professional Standards Board and the Kentucky Department of Education should form a joint task force to address the specific needs and challenges of teaching mathematics to special education students. This analysis should include review of current literature and best practice on the instruction of mathematics to special education students as well as a review of the mathematics coursework required for special education teacher training programs and master's programs throughout Kentucky. Findings and recommendations should be presented to Education Assessment and Accountability Review Subcommittee by December 2010.
- The Education Professional Standards Board and the Kentucky Department of Education, in collaboration with the Kentucky Committee for Mathematics Achievement, should study the alignment of mathematics content knowledge and pedagogy courses at educator preparation and master's programs to determine if important mathematics content and research-based teaching skills, including sufficient coverage of differentiated instruction, are provided sufficiently in mathematics content and pedagogy courses. The findings should address concerns regarding the content and pedagogical preparation of mathematics teachers at both the undergraduate and master's level, offering recommendations to the Education Professional Standards Board on how programs and program evaluations can be improved. The findings and recommendations should be reported to the Education Assessment and Accountability Review Subcommittee on or before December 2010.
- The Education Professional Standards Board should develop a program evaluation methodology and timeline for measuring the impact of the Teacher as Leader master's program by December 2010.

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- The Kentucky Department of Education and the Education Professional Standards Board should jointly develop a formula to accurately determine teacher shortage areas, long term trends, and the hiring needs of the state with a focus on ensuring that teacher availability and quality are equalized across the state.

Marcia Seiler and Ken Chilton of OEA will provide an overview of the report, discuss the recommendations, and respond to questions. A Power Point will be used to present the information.

A link to the draft copy of the full report has been provided under separate cover.

Contact Person:

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

Executive Director

Date:

January 11, 2010

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Kentucky Association of Colleges for Teacher Education Presentation and Discussion

Applicable Statutes and Regulation:

161.028, 161.048

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.

Background:

In October 2009, the EPSB executive director received an email from members of the Kentucky Association of Colleges for Teacher Education (KACTE) requesting a meeting with EPSB board members. KACTE members want to ensure that the EPSB is fully informed about issues facing higher education and to suggest ways the two entities can effectively collaborate.

The Kentucky Association of Colleges for Teacher Education (KACTE), an organization for all regionally accredited Kentucky colleges and universities with state approval, is engaged in the preparation of professional school personnel, including paraprofessionals who have contact with children in the teaching-learning process. An affiliate member of the American Association of Colleges for Teacher Education (AACTE), KACTE held its first annual meeting in the fall of 1974.

Charter members of KACTE are those institutions that joined the association before the first annual meeting. An Executive Board directs the monthly operations of the organization, and the members host a spring and fall conference and a summer retreat. EPSB staff is invited to attend all activities and participate in the presentations.

President Beth Penn and President-Elect Ann Larson will lead the presentation and discussion for the organization.

Contact Person:

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

Executive Director

Date:

January 11, 2010

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

To inform the EPSB about contracts and amendments which were signed by the executive director since the prior EPSB board meeting

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

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

The following contracts were completed and signed by the executive director upon receiving emergency approval from the board chair and vice chair.

- The EPSB issued a memorandum of agreement (MOA) for \$12,770.33 to the University of Kentucky Research Foundation for the part-time services of Terry Hibpshman. Terry will work directly with the Institutions of Higher Education (IHEs) to identify data to be shared with the EPSB and develop an interface with our data systems. The MOA is effective December 1, 2009 through June 30, 2010 and is paid for with federal funding for the P-20 data system project.
- The EPSB issued a personal service contract (PSC) for the services of Cindy Owen at \$31/hr (1000 hrs max) and a total of \$35,371.50. This amount includes travel and FICA contributions. Cindy will facilitate a data and technology advisory group representative of all Kentucky teacher preparation programs. She will coordinate the activities of various EPSB and institutional P-20 data collaborative work groups and will collaborate with EPSB staff and contractors on the successful development and implementation of the P-20 data collaborative initiative. This PSC contract is effective December 1, 2009 through June 30, 2010 and is paid for with federal funding for the P-20 data system project.

The following contracts were completed and signed by the executive director after approval was given by the board at the September 14, 2009 board meeting.

- As a result of the recent request for proposal, the EPSB has issued multiple contracts with local school districts and educational cooperatives for services to provide mentoring for National Board Professional Teacher candidates. These contracts will provide a variety of services including workshops for teachers,

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mentor training, program coordinators and collection of documentation. The funds were distributed based on an estimated number of candidates to be served as follows:

Vendor Name Contract Amt.	Services	Service Period	
CKEC	Mentoring and training	Jan. 1, 2010 – June 30, 2011	\$22,225
GRREC			\$63,500
KEDC			\$34,925
NKEC			\$19,050
OVEC			\$22,225
WKEC			\$38,100
Fayette County PS			\$31,750
Franklin County PS			\$15,875
Jefferson Co. PS			\$63,500
Logan County PS	▼	▼	\$12,700
Marion County PS			\$7,620
Muhlenberg Co. PS			\$15,875
Oldham Co. PS			\$15,875
Simpson Co. PS	Mentoring and training	Jan. 1, 2010 – June 30, 2011	\$10,160
Total			\$373,380

Groups/Persons Consulted:

N/A

Contact Person:

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

Executive Director

Date:

January 11, 2010

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

A report on the year-to-date financial performance of the agency's programs and operations through December 31, 2009

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

The deputy executive director will present information on the recent plan to meet the Governor's proposed 6% budget reduction in FY2010 and discuss the expected impact of reductions on the agency at the January EPSB meeting.

Groups/Persons Consulted:

None – All information was produced from data maintained in the eMARS state financial system and analysis by Gary Freeland.

Contact Person:

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

Executive Director

Date:

January 11, 2010

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Charter for the Committee to Review Admissions and Clinical Experiences for Pre-Service Programs

Applicable Statutes and Regulation:

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.

Issue:

Should the Education Professional Standards Board (EPSB) approve a charter to guide the work of a special committee to review current practice related to admissions criteria and clinical and field experiences within Kentucky's accredited teacher preparation programs?

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) shall be charged with identifying best practices regarding admissions and clinical experiences for teacher candidates. The committee shall provide recommendations to the EPSB on ways to incorporate these best practices into all of Kentucky's accredited teacher preparation programs. Once the committee recommendations have been reviewed and approved by the EPSB, and regulatory changes are implemented, program guidelines will be revised and updated to reflect how colleges and universities should prepare effective educators.

Alternative Actions:

1. Approve the charter for the Committee to Review of Admissions and Clinical Experiences.
2. Modify the charter for the Committee to Review of Admissions and Clinical Experiences.
3. Do not approve the charter for the Committee to Review of Admissions and Clinical Experiences.

Contact Person:

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

Date:

January 11, 2010

CHARTER

Committee to Review Admissions and Clinical Experiences (CRACE)

Purpose

CRACE is established by the Education Professional Standards Board (EPSB) to explore current best practices in the following: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route.

CRACE is expected to bring recommendations for change in current regulations and policy so that all of Kentucky's teacher preparation programs are admitting candidates who possess the requisite skills, knowledge, and dispositions, as well as providing the high quality clinical experiences that have proved critical in the effective preparation of new teachers.

Membership of the Committee

The committee will include representatives from both public and independent colleges and universities, the Kentucky Department of Education, the Council on Postsecondary Education, P-12 teachers and school and district leaders, along with other stakeholders with knowledge of and interest in the purpose of the committee.

Scope of Operation

The committee is charged with examining salient research and practice related to the selection and admission of teacher candidates into Kentucky's teacher preparation programs, and the implementation of high quality clinical experiences for those in traditional programs and those entering teaching via an alternative route.

The committee shall remain within statutory boundaries, but it may recommend regulatory, statutory, and policy changes to the EPSB.

All committee members are expected to make a time commitment to the work. EPSB staff will provide support to the committee and provide the necessary resources for the committee to complete its work.

Objectives

Following a review of related research and current practice by institutions (both in and outside of Kentucky), the committee shall bring forth recommendations in the following areas:

1. Determining, prior to admission to a preparation program, that all new teacher candidates have adequate skills in math and writing.
2. Selecting new teacher candidates who demonstrate the critical dispositions and attributes necessary to be adaptive and innovative in the classroom of the 21st century.
3. Providing throughout the entire preparation program enhanced field experiences that permit teacher candidates to put academic theory into meaningful practice.
4. Providing high quality mentoring for those entering teaching via an alternative route.

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5. Determining the feasibility of a year-long residency experience that is designed to complement KTIP.

Time Frame

The committee will be expected to complete a final report with specific recommendations by June 30, 2010.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

Charter for the Committee to Study Superintendent Programs

Applicable Statutes and Regulation:

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.

Issue:

Should the Education Professional Standards Board (EPSB) approve a charter to guide the work of a special committee to review current practices related to admission to and clinical and field experiences within Kentucky's superintendent programs?

Background:

House Joint Resolution (HJR) 14 enacted by the General Assembly called for the executive director of the Education Professional Standards Board, in cooperation with the commissioner of education and the president of the Council on Postsecondary Education, to organize an interagency task force to collaborate with private and public postsecondary education institutions for the redesign of programs for school and district leaders, including the preparation and certification of principals, assistant principals, superintendents, and other central office and school-based administrators. As a result of HJR 14, work is underway or has been completed for the education master's programs, principal programs, and expansion of doctoral programs. To further meet the requirements outlined in HJR 14, a committee to study superintendent programs shall be charged with identifying best practices in admission of and clinical experiences for superintendent candidates. The committee shall provide recommendations to the EPSB on ways to incorporate these best practices into all of Kentucky's superintendent programs.

Alternative Actions:

1. Approve the charter for the Committee to Study Superintendent Programs
2. Modify the charter for the Committee to Study Superintendent Programs
3. Do not approve the charter for the Committee to Study Superintendent Programs

Contact Person:

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

Executive Director

Date:

January 11, 2010

CHARTER

Committee to Review Superintendent Programs (CRSP)

Purpose

The Education Professional Standards Board (EPSB) is establishing the CRSP to study the following issues and make recommendations to the board:

- the current state of superintendent preparation in Kentucky
- the inclusion of high quality clinical experiences for both traditional superintendent candidates and those seeking certification through an alternative route
- the alignment of superintendent preparation with teacher leader master's programs, redesigned principal programs, and the General Assembly-mandated assessment center provided by the Kentucky Department of Education
- the review of programs that prepare supervisors of instruction and directors of pupil personnel

The CRSP is expected to bring recommendations for change in current regulations and policy so that all of Kentucky's superintendent programs are selecting candidates who possess the requisite skills, knowledge, and dispositions, as well as providing the high quality academic and clinical experiences essential for effective organizational leaders.

Membership of the Committee

The committee will include representatives from both public and independent colleges and universities, the Kentucky Department of Education, the Council on Postsecondary Education, P-12 district leaders, along with other stakeholders with knowledge of and interest in the purpose of the committee.

Scope of Operation

The committee shall remain within statutory boundaries, but it may recommend regulatory, statutory, and policy changes to the EPSB.

All committee members are expected to make a time commitment to the work. EPSB staff will provide support to the committee and provide the necessary resources for the committee to complete its work.

Objectives

Following a review of related research and current practice by institutions (both in and outside of Kentucky) the committee shall bring forth recommendations in the following areas:

1. establishing a set of standards and critical performance indicators for superintendents
2. determining, prior to admission to a superintendent program, that all candidates have the disposition to be leaders of a district, based on evidence of meaningful leadership experience related to improved student achievement

Agenda Book

3. selecting superintendent candidates who exhibit the critical dispositions and attributes for guiding a district in the 21st century
4. providing throughout the program enhanced field experiences that permit superintendent candidates to put academic theory into meaningful practice
5. providing high quality mentoring for those entering the superintendency via an alternative route
6. collaborating with the Kentucky Department of Education in aligning the superintendent programs with the assessment center

Time Frame

The committee will be expected to complete a final report with specific recommendations by January 30, 2011.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

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

Applicable Statutes and Regulation:

KRS 161.133, 161.134

16 KAR 1:040

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) give the EPSB staff flexibility to suspend the \$200 per day for two (2) days stipend and the substitute reimbursement defined in 16 KAR 1:040 and limit the number of National Board candidates pursuant to KRS 161.133?

Background:

The General Assembly allocated to the Education Professional Standards Board \$800,000 for the National Board Incentive Trust Fund. All money credited to the fund, including interest earned on money in the fund, is retained in the fund for reinvestment. Funds appropriated do not lapse at the end of a fiscal year or a biennium.

The incentive trust fund is used for the following:

- 75% reimbursement for certification
- reimbursements to districts for substitute teachers employed to allow up to five (5) days of released time during the school year for a teacher pursuing National Board certification
- stipend of \$200 per day for two (2) days beyond the school contract year to prepare for the certification assessments
- stipends for National Board certified teachers who serve as mentors to other teachers within a school district

KRS 161.134 (d) gives the EPSB the authority to limit reimbursements when insufficient funds are available for all of the above incentives. KRS 161.133 (3) gives the EPSB the authority to limit the number of participants. In 16 KAR 1:040 (5) the EPSB has stipulated the specific priority to be given to each of the above incentives should there be limited funds.

Due to a series of mandated state-wide budget reductions, the \$800,000 originally allocated by the General Assembly has been reduced to \$600,000 for FY2009 and \$437,000 for FY2010. To date the EPSB has been able to leverage the general fund allocation with significant federal subsidies available through NBPTS. (Currently, 423 National Board candidates have received federal subsidies for 2009-2010 for a total of \$528,750.) These supplemental federal subsidies and the careful management of retained funds in the Incentive Trust Account have allowed the EPSB to approve all qualifying

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teachers who seek NBPTS certification. To date there has been no reduction in the benefits provided for in KRS 161.134 for first-time candidates.

The six percent proposed budget reduction and the reduced funds available in the Incentive Trust Fund necessitate the review of resources available to teachers seeking national certification as provided for in KRS 161.134 (d). Based on the 477 candidates enrolled in National Board and the remaining allotment available after the proposed budget reduction, there are insufficient funds to cover the costs of the substitute reimbursements and the \$400 stipend. In addition, should federal subsidies be reduced or suspended (notification will be in April 2010), it may be necessary in 2011 to limit the number of National Board candidates who receive support through the Incentive Trust Fund.

A detailed budget plan delineating the proposed reductions is included under separate cover.

Alternative Actions:

1. Approve the EPSB staff recommendation to suspend both the \$200 per day for two (2) days payment to teachers and substitute reimbursements to districts for FY2010, and, if necessary, to limit the number of 2011 National Board candidates.
2. Modify and approve plan to suspend both the \$200 per day for two (2) days and substitute reimbursements to districts for FY2010, and, if necessary, to limit the number of 2011 National Board candidates
3. Do not approve recommendations.

Staff Recommendation:

Alternative Action 1

Rationale:

By suspending the \$200 per day for two (2) days stipend and substitute reimbursements, the 75% reimbursement and mentoring will continue to be fully funded for all 2010 candidates. Staff will not be informed of the amount of federal subsidies allotted to Kentucky until spring 2010. Based on the board's action, should funds become available, staff will have the flexibility to make informed decisions concerning allocating funds for stipends and reimbursements, and determine if a limit on the number of National Board candidates is necessary.

Contact Person:

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

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

Executive Director

Date:

January 11, 2010

161.134 Preparation for national board certification -- Incentives -- Authority to prorate reimbursements if funds insufficient -- Administrative regulations for mentoring program.

(1) (a) A teacher pursuing national board certification shall receive from the fund established under KRS 161.133 a stipend of two hundred dollars (\$200) per day for two (2) days beyond the school contract year to prepare for the certification assessments.
(b) A local board of education shall provide five (5) days' released time during the school year for a teacher pursuing national board certification. The local board of education shall request reimbursement from the fund established under KRS 161.133 for substitute teacher pay based on the local board of education salary schedule for substitute teachers and for stipends paid to a teacher described in subsection (3) of this section. A local board of education may, at its own expense, provide additional released time for teachers pursuing national board certification.

(c) If a teacher does not successfully complete all assessments required for national board certification during a school year, the provisions in this subsection may be applied to a second school year.

(d) When funds are not available to fully fund the requirements of paragraphs (a), (b), and (c) of this subsection for all national board applicants, the board may prorate the specified reimbursements in paragraphs (a) and (b) and may limit the conditions under which provisions of paragraph (c) shall be applied to second year participants. The board shall establish the procedures for carrying out the provisions of this subsection in an administrative regulation.

(2) (a) As of July 14, 2000, a teacher who attains national board certification shall be reimbursed seventy-five percent (75%) of the certification fee for the initial ten (10) year certificate, except the Education Professional Standards Board may decrease the percentage of reimbursement if a teacher receives payment other than a repayable loan for the same purpose from another source and the cumulative amount would exceed one hundred percent (100%) of the cost of the certification fee.

(b) Fees for retaking one (1) or more entries of the national board assessment for the initial national board certificate and fees for renewal of the certificate shall be at the teacher's expense.

(c) Nothing in this subsection shall prohibit the board from reimbursing a percentage of the initial certification fee to a teacher who has received a repayable loan from a local board of education or other agency to offset initial costs.

(3) A national board certified teacher may receive a stipend in addition to his or her annual compensation for serving as a mentor to teachers within his or her school or school district. The Education Professional Standards Board shall promulgate administrative regulations under which a local board of education, in cooperation with the school-based decision making council, may establish a mentoring program within a school to utilize national board certified teachers. The administrative regulations shall specify the conditions for the mentoring program as well as the amount of the stipend that will be provided to a teacher serving as a mentor.

Effective: March 31, 2003

History: Amended 2003 Ky. Acts ch. 160, sec. 2, effective March 31, 2003. -- Created 2000 Ky. Acts ch. 257, sec. 4, effective July 14, 2000. **2008-2010 Budget Reference.** See State/Executive Branch Budget, 2008 Ky. Acts ch. 127, Pt. I, E, 10, (1) at 510; and State/Executive Branch Budget Memorandum, 2008 Ky. Acts ch. 188, at 1413 (Final Budget Memorandum, Vol. III, at E-38).

161.133 Teachers' national certification incentive trust fund -- Purposes -- Appropriations.

(1) There is hereby established a "Teachers' National Certification Incentive Trust Fund" in the State Treasury for the purposes of:

- (a) Funding stipends for teachers to prepare for certification by the National Board for Professional Teaching Standards;
- (b) Reimbursing a portion of the certification fee to each teacher who is awarded national board certification;
- (c) Reimbursing local boards of education for persons who serve as substitute teachers for national board certification candidates; and
- (d) Funding stipends for national board certified teachers who serve as mentors to other teachers within the school district.

(2) Appropriations by the General Assembly in each biennial budget for the purpose of supporting national board certification shall be credited to the fund and invested until needed. All money credited to the fund, including interest earned on money in the fund, shall be retained in the fund for reinvestment and used for the purposes of this section. Funds appropriated to the fund shall not lapse at the end of a fiscal year or a biennium.

(3) The Education Professional Standards Board shall promulgate administrative regulations that establish the procedures for the administration of the funds as described in this section and the requirements for participating teachers and local boards of education. The board shall allocate only those funds to teachers or school districts for the purposes in this section for which other sources of funds are not being received. The board may limit the number of participants accepted in any given enrollment or application period due to the lack of available funds.

(4) Money in the fund shall be distributed to local boards of education and teachers by the Kentucky Department of Education in compliance with the administrative regulations promulgated by the board.

Effective: March 31, 2003

History: Amended 2003 Ky. Acts ch. 160, sec. 1, effective March 31, 2003. -- Created 2000 Ky. Acts ch. 257, sec. 3, effective July 14, 2000.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Evidence of cooperation with the applicable school-based decision making councils;

(b) Identification of each teacher the national board certified teacher will be mentoring;

(c) The length and structure of the mentoring program;

(d) The goals and objectives of the mentoring program;

(e) The mentoring program's impact on student learning;

(f) The mentoring program's effect on teacher participants' professional growth and development; and

(g) The stipend amount requested for the national board certified teacher serving as the mentor.

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

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

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

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

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Asbury College Principal Preparation Program, All Grades

Applicable Statutes and Regulation:

KRS 161.028, 161.048
16 KAR 3:050

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve Asbury College's request for a Principal Preparation Program, All Grades proposal?

Background:

Given the changing expectations and responsibilities of the principal, the present system of preparation of Kentucky principals was deemed 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 2006 General Assembly passed House Joint Resolution 14 (HJR14) which instructed the executive director of the EPSB, in cooperation with the president of the Council on Postsecondary Education (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.

Regulatory changes made to 16 KAR 3:050 became effective October 2008. A seventeen-member Principal Review Committee was appointed during the March 2009 board meeting.

Asbury College's School of Education is requesting approval of the Principal Preparation Program proposal. The college states "that the program is school-based and closely aligned to the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development." The Asbury "Think Tank" was created three years ago to guide the development of an educational leadership program that will prepare individuals for successful work with 21st century challenges. The Think Tank membership consists of active administrators, area agency leaders, and business representation. Four school districts have signed on as collaborative partners in the design and implementation of the principal proposal.

Asbury followed the regulation and program guidelines in the development of the Principal Preparation Program proposal. Clinical experiences are embedded within each course, performance tasks and anchor assessments within the curriculum are authentic

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school tasks, and the Capstone Project is a culminating performance-based assessment. The college addressed all of the concerns posed by the Principal Review Committee. (The program proposal and rejoinder are under separate cover.)

Groups/Persons Consulted:

Principal Review Committee

Alternative Actions:

1. Approve the Asbury College request for the Principal Preparation Program.
2. Modify and approve the Asbury College request for the Principal Preparation Program.
3. Do not approve the Asbury College request for the Principal Preparation Program.

Staff Recommendation:

Alternative 1

Rationale:

The Principal Review Committee recommends approval for the Asbury College Principal Preparation Program, All Grades proposal for approval. The college presented signed agreements with four collaborating districts. In addition to recommending program approval, the committee commended the college for the following aspects of its proposal:

- Good collaboration with district partners; good representation of the service area in the Think Tank
- Practical approach, using practitioners in course modules; good blend of university personnel and practitioners
- Clear diversity elements
- Good checkpoints for Level I and Level II (Gates 7-10)

Contact Person:

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

Executive Director

Date:

January 11, 2010

EXECUTIVE SUMMARY

In keeping with Asbury College's mission and its historic institutional commitment, the graduate program in education is designed to prepare educators for leadership and service in a variety of settings, seeking to meet all students' needs. As we continue to evaluate Asbury's future in the light of past accomplishments, we find direction in the institution's mission statement, ". . . through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions . . ." In response to this vision we see the graduate program in educational leadership as extending our academic scholarship and fulfilling our pledge to service within a Christian context.

Rationale for Program: The Principal Preparation Program, responding to a widespread need for highly qualified leaders, will prepare caring, competent and highly skilled professional educators who will provide leadership for today's schools across Kentucky, nationwide, and around the world. Asbury College's current success with preparing quality educators in collaboration with our public school partners sets the stage for a distinctive leadership program. Cooperative efforts with our public partners ensure an authentic program of excellence.

Program Description: The graduate education program in Principal Preparation qualifies selected teachers to complete requirements for Rank I in Education in developing skills to serve as leaders for 21st century schools striving for excellence. Partnerships with P-12 educators who will assist in program design and delivery provide a high level of authenticity to the program and clinical experiences built into each course enable candidates to positively impact the learning of all P-12 students. All classroom and field experiences in this program are guided by the graduate education unit's theme of preparing *Facilitators of Student Success and Professional Community* and aligned to the Kentucky's Leadership Standards and Dispositions.

Continuous Assessment: The Graduate Education Program Continuous Assessment Model for principal preparation, Levels I and II has a checkpoint gating system that serves as the mechanism for evaluating candidates' competence levels compared to the prescribed Kentucky Educational Leadership Standards.¹ All courses, portfolio products, and performance tasks are linked to standards identifying what effective experienced professionals in leadership should know and be able to do at the conclusion of their advanced training. Admission into the program constitutes the first checkpoint, Gate 7. A selection committee made up of district and college faculty select candidates based on clearly defined criteria and recommend admission into the program. Upon completion of Level I preparation requirements candidates submit a portfolio documenting performance on anchor assessments and present their Capstone project at Gate 8. Upon completion of the Level II preparation program, candidates complete Gate 9 assessment with the presentation of a portfolio containing evidence of attainment, understanding and application of leadership standards. As they progress through the program, they reflect on and provide evidence addressing their dispositional growth at each Gate assessment. As principal candidates complete the preparation program and assume leadership responsibilities in a school, a final assessment checkpoint takes place at Gate 10 as Asbury collects data on gains in student achievement at respective schools. This data will provide feedback on the principal preparation program as well as identification of principals' professional development needs.

ESPB Themes:

As professional educators, candidates for the Principal Preparation program will address in their graduate course experiences all KERA goals and initiatives (academic expectations, Program of Studies, core content) related to the content knowledge needed to service P-12 learners. As changes occur to common core state standards as a result of Senate Bill 1, these changes will be incorporated throughout the Principal Preparation Program. Embedded throughout the curriculum is advanced preparation in the themes identified by EPSB.

¹ ISLLC; Kentucky Dimensions, Functions, Dispositions; Technology Standards for Administrators

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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.

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

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

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

(a) A master's degree;

(b) Three (3) years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160;

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

1. Ability to improve student achievement;

2. Leadership; and

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

(d) An agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:

a. To observe school and district leadership; and

b. To participate in school and district leadership activities;

2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data;

and

3. The signature of the district superintendent or the district superintendent's designee.

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

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

(a) The "Educational Leadership Policy Standards: ISLLC 2008"; and

(b) The "Technology Standards for School Administrators"; and

(2) Document candidate performance using "Dispositions, Dimensions, and Functions for School Leaders".

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

(a) A principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall cease admitting new candidates after December 31, 2011.

(b) Candidates admitted to a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall complete the program by January 31, 2014.

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

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

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

2. Receives approval of the redesigned program by the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22.

(e) Institutions submitting a redesigned principal preparation program shall not be subject to any submission dates for program approval for principal preparation programs from May 31, 2009 until December 31, 2012.

(f)1. The Education Professional Standards Board shall appoint a Principal Preparation Program Redesign Review Committee to conduct reviews of redesigned principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012.

2. Principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012 shall:

a. Be reviewed by the Principal Preparation Program Redesign Review Committee; and

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b. Not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22(2).

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

- i. Approval;
- ii. Approval with conditions; or
- iii. Denial of approval.

b. The Education Professional Standards Board shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to 16 KAR 5:010, Section 22(4).

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

(a) Signed collaborative agreements with school districts that include the following:

1. Joint screening of principal candidates by both district and university;
2. Joint identification of potential program leaders and mentors;
3. District and university codesign and codelivery of courses; and
4. The manner in which the principal preparation program is based on the identified leadership needs of each district;

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

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

(d) A syllabus for each of the program's required courses identified in the documentation required by paragraph (c) of this subsection;

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

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

1. Enhance courses throughout the entire program;
2. Ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and

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

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

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

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

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

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

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

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

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

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

(2) Application shall be made on "Application for Kentucky Certification or Change in Salary Rank", Form TC-1, incorporated by reference in 16 KAR 2:010.

(3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027(7) shall be made on Form TC-2, incorporated by reference in 16 KAR 4:060.

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

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

(3) Each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require successful completion of two (2) years of experience as a school principal within the preceding five (5) years.

(4) If the applicant has not successfully completed the two (2) years of experience as required by subsection (3) of this section, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership-school principal, level II, shall require:

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

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

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

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(a) "Dispositions, Dimensions, and Functions for School Leaders" adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May 2008;

(b) "Educational Leadership Policy Standards: ISLLC 2008" as adopted by the National Policy Board for Educational Administration, December 12, 2007; and

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

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Drive, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 2365; Am. 2735; eff. 1-9-97; 24 Ky.R. 177; 575; eff. 9-4-97; 25 Ky.R. 619; 1046; eff. 11-5-98; 27 Ky.R. 862; 1476; eff. 12-21-2000; 28 Ky.R. 2079; 2348; eff. 5-16-02; Recodified from 704 KAR 20:710; 30 Ky.R. 1327; 1760; eff. 1-23-04; 35 Ky.R. 77; 758; eff. 10-13-08.)

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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

Campbellsville University – Environmental Education P-12 Endorsement (Undergraduate and Graduate Levels)

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

Environmental Education P-12 (Undergraduate Level)
Environmental Education P-12 (Graduate Level)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review 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. Executive Summaries of the programs are included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

Issue One:

1. Approve the proposed Environmental Education P-12 Endorsement (undergraduate level) preparation program addition.
2. Do not approve the proposed Environmental Education P-12 Endorsement (undergraduate level) preparation program addition.

Issue Two:

1. Approve the proposed Environmental Education P-12 Endorsement (graduate level) preparation program addition.
2. Do not approve the proposed Environmental Education P-12 Endorsement (graduate level) preparation program addition.

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:

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

Executive Director

Date:

January 11, 2010

EXECUTIVE SUMMARY

CAMPBELLSVILLE UNIVERSITY

Environmental Education P-12 Endorsement (Undergraduate Level)

Theme of Unit: Empowerment for Learning

Brief Description of Continuous Assessment Plan: There are three major candidate assessment points for students in the environmental education endorsement program at the undergraduate level. Candidates with any certifiable major may apply for CAP 1, admission to the endorsement program, after they have completed CAPs 1 and 2 (admission and completion of foundation courses respectively) in their base certification program. After they have completed two of the required courses in the endorsement program, they may apply for CAP 2, continuation in the program. Upon completion of all requirements for the endorsement program, candidates may apply for CAP 3, exit from the program, which includes an exit interview. All CAPs include criteria for academic achievement, disposition 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. Also, program assessment will occur during periodic surveys of graduates by the School of Education.

Unique Features of Program: The twelve hour endorsement program in environmental education is designed to give students the opportunity to acquire knowledge about environmental education, gain skills in identifying environmental issues, and plan instruction and assessments to address relevant issues. The mode/s of delivery include/s traditional courses initially with eventual integration of some blended online classes that include both online and specified campus based experiences. Some outdoor experiences in this program will occur at Campbellsville University's Clay Hill Forest, including watershed opportunities. Clay Hill Memorial Forest (CHMF) is a 158-acre educational and research woodland that has been developed as a regional center for environmental education and research on eastern deciduous forests.

The Environmental education endorsement involves four courses offered during regular semesters and/or summer terms. The proposed program includes:

- ENV 384 Environmental Ethics and Contemporary Issues (3 hours)
- ED/ENV 440 Foundations of Environmental Education (3 hours)
- ED/ENV 442 Environmental Education Instruction and Materials (3 hours)
- BIO 416 Aquatic Biology for Environmental Educators (3 hours)

Rationale for Implementation of Environmental education endorsement Program:

An endorsement in Environmental Education is currently offered at five state universities: Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University and Western Kentucky University. 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 affirmed.

Letter of Support from CU's Chief Academic Officer: Attached.

EXECUTIVE SUMMARY

CAMPBELLSVILLE UNIVERSITY

Environmental Education P-12 Endorsement (Graduate Level)

Theme of Unit: Empowerment for Learning

Brief Description of Continuous Assessment Plan: The assessment plan for candidates in the environmental education endorsement program at the advanced level involves three candidate assessment points (CAPs): CAP 5-admission to the program, CAP 6-midpoint check for 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. Also, program assessment will occur during periodic surveys of graduates by the School of Education.

If educators at the advanced level desire the endorsement in environmental 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.

Unique Features of Program: The twelve hour endorsement program in environmental education is designed to give educators the opportunity to acquire knowledge about environmental education, gain skills in identifying environmental issues, and plan instruction and assessments to address relevant issues. The mode/s of delivery include/s traditional courses initially with eventual integration of some blended online classes that include both online and specified campus based experiences. Some outdoor experiences in this program will occur at Campbellsville University's Clay Hill Forest, including watershed opportunities. Clay Hill Memorial Forest (CHMF) is a 158-acre educational and research woodland that has been developed as a regional center for environmental education and research on eastern deciduous forests.

The Environmental education endorsement involves four courses, with one offered during each of the regular graduate trimesters and summer. The proposed program includes:

- | | | |
|--------------|---|-----------|
| • ED/ENV 540 | Foundations of Environmental Education | (3 hours) |
| • ED/ENV 542 | Environmental Education Instruction and Materials | (3 hours) |
| • ENV 584 | Environmental Ethics and Contemporary Issues | (3 hours) |
| • BIO 516 | Aquatic Biology for Environmental Educators | (3 hours) |

Rationale for Implementation of Environmental education endorsement Program:

An endorsement in Environmental Education is currently offered at five state universities: Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University and Western Kentucky University. 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.

Letter of Support from CU's Chief Academic Officer: Attached.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

University of Louisville's Teacher Leader Master of Education and Endorsement Program Proposal

Applicable Statute and Regulation:

161.028, 161.048
16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve the University of Louisville's request for a Teacher Leader Master of Education and Endorsement Program Proposal?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of PreK-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee for a two-year period.

The University of Louisville (U of L) submitted the Teacher Leader Master of Education and Endorsement Program Proposal. The core of the teacher leader master's program is *Shaping Tomorrow: Ideas to Action*. U of L plans to use a three-level approach in developing teacher leaders for the profession: Level I Leadership is "Deepening One's Own Expertise"; Level II Leadership is "Specializing in Areas of Interest"; and Level III Leadership is "Focusing on School and District Leadership." The U of L three-level approach should result in program completers who are excellent teachers and skilled professional leaders.

The university's scope of collaboration includes urban and rural school districts. The university is also "committed to training faculty across campus in ways to infuse critical thinking into all courses and programs." Candidates will have field placements in local

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community agencies that work with diverse PreK-12 students. A university coordinator will designate the placement for candidates. The Director of Special Education at U of L will ensure that candidates are prepared to evaluate high quality research that will inform their professional growth and practices.

Candidates will also engage in mentoring and coaching interactions that will assist them in supporting their colleagues to be self-directed. Finally, candidates will develop research proposals that focus on either *Education Research in the P-12 Setting* or *Teacher Leadership in Practice*. The capstone project will be presented in both a written form and as an oral presentation defense.

U of L responded to concerns and questions posed by the review committee and staff concerning the National Board Professional Teaching Standards entries as Hallmark Assessment Tasks (*Take One!* and *Documented Accomplishments: Contributions to Student Learning*) with a written statement that is included with the program proposal. All concerns have been addressed to the satisfaction of the Master's Review Committee. The recommendation for approval is listed below. (An Executive Summary is attached and the proposal, including the rejoinder, are sent under separate cover.)

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the U of L request for the Teacher Leader Master of Education and Endorsement Program Proposal.
2. Modify and approve the U of L request for the Teacher Leader Master of Education and Endorsement Program Proposal.
3. Do not approve the U of L request for the Teacher Leader Master of Education and Endorsement Program Proposal.

Staff Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the University of Louisville's Master of Arts in Education: Teacher as Leader Program and Endorsement proposal. In addition to recommending program approval, the committee commended the university for the following aspects of its proposal:

- 1) Strong memoranda of agreement and partnership descriptions
- 2) Clear descriptions of multiple pathways
- 3) Evidence of using familiar tools for self-assessment
- 4) Consistent emphasis on reflective practice, using a tool familiar to teachers (Kentucky Guide to Reflective Practice)
- 5) Strong tie to arts and sciences community
- 6) Well-written, coherent proposal
- 7) Strong continuous assessment component

Contact Person:

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

Executive Director

Date:

January 11, 2010

11. Executive Summary

Overview. The U of L Teacher Leader Master Program is a developmental, standards-based program in which candidates progress through three levels, developing expertise in their own practice, in a specialty area, and in supporting the professional learning of other teachers. The diverse collection of authentic experiences and assessments prepares candidates for the range of skills required of teacher leaders.

Developmental Teacher Leadership Model. The U of L Teacher Leader Master program is developmental, addressing a teacher's professional trajectory through a three-level approach. Level I (Teaching Expertise) targets the beginning of becoming a teacher leader, with a nine-hour sequence designed to improve teachers' skill and efficacy in their own practice, including all aspects of instruction and assessment for diverse students in the 21st century. The three courses at this level include assessment, differentiated instruction, and using/understanding research. Each has a strong focus on meeting the needs of all learners. Level II (Specialized Expertise) targets the development of an area of expertise. The program offers a wide range of specializations, from ESL endorsement, to mathematics education, to a content area in Arts and Sciences. Level III (Beyond the Classroom) targets the practices, theories, and skills of working with other educators in school- or group-level change. The two courses at this level focus on coaching and mentoring and on professional development and school leadership. The U of L design for the Teacher Leader Master program places classroom expertise first, specialization second, and leadership beyond the classroom third, resulting in program completers who are excellent teachers and skilled professional leaders.

Continuous Assessment. The College has developed a Continuous Assessment Records and Documentation System (CARDS) for monitoring candidates through their programs. CARDS 4, 5, and 6 refer to advanced educator preparation programs at admissions, midpoint, and exit, respectively. Each course includes a significant field-based performance assessment, the Hallmark Assessment Task (HAT), which is aligned with the Kentucky Teacher Standards (2008) and University of Louisville Diversity Standard. All HATs and other course assessments are grounded in the authentic work of teaching and leading and are mapped to Kentucky Teacher Standards. In addition, at transition points, candidates self-assess their own practice using the *Kentucky Guide to Reflective Classroom Practice* and continue to develop their Professional Growth Plan. Their culminating assessment is an NBPTS Entry that focuses on the candidate's teaching and leading efforts that have contributed to student learning.

Alignment to State and National Standards and Expectations. All courses in the Teacher Leader Core and the related HATs are strategically designed so that all Kentucky Teacher Standards – Advanced Level (KTS-AL) are assessed in at least two courses, at midpoint (end of Level I) and at exit (end of Level III). Second, courses are mapped to EPSB Themes. Third, the program is grounded in the core propositions of the National Board Professional Teaching Standards (NBPTS), including the use of two NBPTS Entries as Hallmark Assessment Tasks (*Take One!* and *Documented Accomplishments: Contributions to Student Learning*).

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item G

Action Item:

Western Kentucky University's Teacher Leader Master's and Planned Fifth-Year Program

Applicable Statute and Regulation:

161.028, 161.048
16 KAR 5:010, Section 12

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's request for a Master of Arts in Education: Teacher as Leader and Endorsement Program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of PreK-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee for a two-year period.

Western Kentucky University (WKU) submitted the Teacher Leader Master's and Planned Fifth-Year Proposal for review by the committee November 2009. WKU collaboratively developed the proposal with members of Green River Regional Education Cooperative, Region 2 service area, faculty from the Potter College of Arts and Letters, Ogden College of Science and Engineering, and the College of Education and Behavioral Sciences. WKU's teacher leadership proposal is grounded in knowledge of learners, subject matter, professional commitment, collaboration, inclusion, and transformation. The WKU Professional Education Unit Vision: "aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of schools more efficient and effective."

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Candidates entering at the initial proficiency level should move to the “advanced levels of teacher proficiency in teaching and learning, partnering with families and community stakeholders, and as leader/collaborators within their own classroom, team/department, school, and beyond”. The candidate’s capstone project will be an Action Research Project focusing on a classroom, school, or district issue. WKU presented a well documented program design and curriculum initiatives to support the protocols for preparing candidates. The professional growth of candidates will address classroom, school and/or district issues. The proposal will prepare candidates to impact student learning through classroom research and leadership.

WKU responded to concerns and questions posed by the review committee and staff. All concerns have been addressed to the satisfaction of the Master’s Review Committee. The recommendation for approval is listed below. (An Executive Summary is attached and the proposal, including rejoinder, are under separate cover.)

Groups/Persons Consulted:

Master’s Review Committee

Alternative Actions:

1. Approve the WKU request for the Teacher Leader Master’s, Planned Fifth-Year and Endorsement Proposal.
2. Modify and approve the WKU request for the Teacher Leader Master’s, Planned Fifth-Year, and Endorsement Proposal.
3. Do not approve the WKU request for the Teacher Leader Master’s, Planned Fifth-Year, and Endorsement Proposal.

Staff Recommendation:

Alternative 1

Rationale:

The Master’s Review Committee recommends approval for the Western Kentucky University Teacher Leader Master’s, Planned Fifth-Year and Teacher Leader Endorsement proposal. In addition to recommending program approval, the committee commended the college for the following aspects of its proposal:

- 1) Emphasis on teaching candidates to work with formative assessment
- 2) Use of Response to Intervention and its application to candidates
- 3) Creation of a Professional Learning Community within the university (working model)
- 4) Good description of collaboration with partners
- 5) Well-written, coherent proposal

Contact Person:

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

Executive Director

Date:

January 11, 2010

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I. EXECUTIVE SUMMARY

Western Kentucky University (WKU) has developed a Teacher Leader Master's and Planned Fifth-Year Program in accordance with the 2008 guidelines set out by the Kentucky Education Professional Standards Board (EPSB) leading to Kentucky certification rank change. Through this program, WKU is striving to close the gap between teacher preparation and teaching practice that directly impacts student learning.

The WKU Teacher Leader framework has been developed collaboratively with administrators and teachers from the Green River Regional Education Cooperative (GRREC) and Region 2 service area and the faculty of Potter College of Arts and Letters, Ogden College of Science and Engineering, and the of College of Education and Behavioral Sciences. Multiple meetings and focus groups were held at WKU with teachers, district- and school-based administrators, and WKU faculty from the various colleges associated with educator preparation. Additionally, the dean of the College of Education and Behavioral Sciences, along with one or two university faculty, met with regional school superintendents and instructional supervisors to solicit support in a university-district partnership. Partnership Memorandums of Agreement were signed with each regional school district and the dean of WKU's College of Education and Behavioral Sciences.

The Teacher Leader program is designed to measure candidates' levels of proficiency on Kentucky Teacher Standards at program entrance and to take them from initial to advanced levels of teacher proficiency. The program is divided into two instructional levels. Level 1 provides pedagogy, leadership, and content applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas. The approach is an integrated core of concomitant skills focused on designing and implementing instruction that prepares the candidate to impact student learning through classroom research and leadership. Level 2 directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

The program follows a three-point protocol assessing candidates as they transition from one level to the next that is administered at strategic times to guide their professional growth. Critical Performance assessments of candidates' ability to meet Kentucky Teacher Standards are administered throughout the coursework, uploaded by candidates to the WKU Electronic Portfolio System, and scored by the faculty. A monitoring system, Response to Intervention will be employed to assure that candidates not reaching full potential in coursework and assessment protocols are provided services in a timely manner.

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

RELATES TO: KRS 161.028, 161.030, 164.945, 164.946, 164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

2. Clinical experiences and performance activities; and

3. A description of a culminating performance-based assessment.

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(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.

(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item H

Action Item

Request approval to authorize the executive director to enter into contracts to conduct normal business operations

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statues, regulations, and established federal, state, and agency policies.

Issue

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

Background

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

Purpose of the contracts:

1. We are seeking EPSB approval to enter into a memorandum of agreement (MOA) with the University of Kentucky Research Foundation for the part-time services of Terry Hibpshman. Emergency approval to initiate this contract was obtained in November from the EPSB Chairperson and Vice Chairperson, in order to begin the work prior to the next board meeting. Terry will work directly with the institutions of higher education (IHE) to identify data to be shared with EPSB and to develop an interface with our data systems. The MOA is effective December 1, 2009, through June 30, 2009, and is paid for with federal funding for the P-20 Data System project.

- Approximate cost of the contract: \$13,000
- Impact on budget: No impact - EPSB is receiving federal funds from KDE to support this contract.
- Type of entity providing service: State Education agency
- Bidding process: N/A
- Singular vs. continuing service: Continuing for up to 3 years

2. We are seeking EPSB approval to enter into a personal service contract (PSC) for the services of Cindy Owen. Emergency approval to initiate this contract was obtained in November from the EPSB Chairperson and Vice Chairperson, in order to begin the work prior to the next board meeting. Cindy will facilitate a data and technology advisory

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group representative of all Kentucky teacher preparation programs. She will coordinate the activities of various EPSB and institutional P-20 data collaborative work groups, and will collaborate with EPSB staff and contractors on the successful development and implementation of the P-20 data collaborative initiative. This PSC contract is effective December 1, 2009 through June 30, 2010.

- Approximate cost of the contract: \$35,000
- Impact on budget: No impact - EPSB is receiving federal funds from KDE to support this contract.
- Type of entity providing service: State Education agency
- Bidding process: N/A
- Singular vs. continuing service: Continuing for up to 3 years

Alternative Actions

1. Validate the emergency approval of these contracts and authorize the executive director to continue the services acquired on the subject contracts.
2. Do not approve the awarding of the contracts and instruct staff to cancel the contracts that were executed.
3. Request further review of contract awards before completion.

Staff Recommendation

Alternative 1

Rationale

These services are necessary to meet the objectives of the P-20 Data Collaborative.

Contact Person:

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

Executive Director

Date:

January 11, 2010

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification Application A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

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

Valerie C. Lanzon Conti: Chemistry, Grades 8-12

The application will be sent under separate cover.

Alternative Actions:

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

Contact Person:

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

Executive Director

Date:

January 11, 2010

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16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification Application B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

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

Karen Lynn Shoopman-Campbell: Chemistry, Grades 8-12

The application will be sent under separate cover.

Alternative Actions:

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

Contact Person:

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

Executive Director

Date:

January 11, 2010

Agenda Book

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

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