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REGULATIONS COMPILER

1 EDUCATION AND LABOR CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 5:060. Literacy program requirements for middle school, high school, grades 5-12, and
5 grades P-12 certification programs.

6 RELATES TO: KRS 161.028, 161.030[~~164.945, 164.946, 164.947, 20 U.S.C. 1021-1022h~~]

7 STATUTORY AUTHORITY: KRS 161.028, 161.030

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education
9 Professional Standards Board (EPSB) to establish standards and requirements for obtaining and
10 maintaining a teaching certificate and for programs of preparation for teachers and other
11 professional school personnel. KRS 161.030(1) requires all certificates issued under KRS 161.010
12 to 161.126 to be issued in accordance with the administrative regulations of the EPSB[~~board~~]. This
13 administrative regulation establishes the literacy preparation requirements for middle school, high
14 school, Grades 5-12, and Grades P-12 certification educator preparation programs.

15 Section 1. (1) Each middle school, high school, Grades 5-12, and Grades P-12 certification
16 educator preparation program shall require candidates admitted to the program [~~on or after August~~
17 ~~1, 2016,~~] to demonstrate the six (6) International Literacy Association's Standards for the
18 Preparation of Literacy Professionals 2017: Middle/High School Classroom Teacher.
19 [~~International Reading Association Standards 2010: Middle and High School Content Classroom~~
20 ~~Teacher as published in the Standards for Reading Professionals - Revised 2010.~~]

1 (2) A middle school, high school, Grades 5-12, or Grades P-12 certification educator preparation
2 program shall require a candidate admitted to the program [~~on or after August 1, 2016,~~] to
3 complete one (1) of the following:

4 (a) A three (3) hour content literacy course aligned to the six (6) International Literacy
5 Association's Standards for the Preparation of Literacy Professionals 2017: Middle/High
6 School Classroom Teacher~~[International Reading Association Standards 2010: Middle and~~
7 ~~High School Content Classroom Teacher]~~ and taught by faculty qualified to deliver literacy
8 instruction; or

9 (b) Two (2) or more courses aligned to the six (6) International Literacy Association's Standards
10 for the Preparation of Literacy Professionals 2017: Middle/High School Classroom
11 Teacher~~[International Reading Association Standards 2010: Middle and High School Content~~
12 ~~Classroom Teacher]~~ and taught by faculty qualified to deliver literacy instruction.

13 (3) In addition to the program approval requirements established in 16 KAR 5:010, an educator
14 preparation unit seeking program approval for a middle school, high school, Grades 5-12, or
15 Grades P-12 certification program shall submit the following information:

16 (a) The course or courses the program has developed to ensure that each candidate demonstrates
17 the six (6) International Literacy Association's Standards for the Preparation of Literacy
18 Professionals 2017: Middle/High School Classroom Teacher~~[International Reading~~
19 ~~Association Standards 2010: Middle and High School Content Classroom Teacher];~~

20 (b) The syllabus for each course aligned to the six (6) International Literacy Association's
21 Standards for the Preparation of Literacy Professionals 2017: Middle/High School Classroom
22 Teacher~~[International Reading Association Standards 2010: Middle and High School Content~~
23 ~~Classroom Teacher];~~

1 (c) The assessments, including any scoring instruments, developed for each course aligned to
2 the six (6) International Literacy Association's Standards for the Preparation of Literacy
3 Professionals 2017: Middle/High School Classroom Teacher~~[International Reading~~
4 ~~Association Standards 2010: Middle and High School Content Classroom Teacher]~~ to
5 demonstrate the candidate's competency to provide classroom instruction aligned to each
6 standard;

7 (d) The faculty assigned to teach each course aligned to demonstrate the six (6) International
8 Literacy Association's Standards for the Preparation of Literacy Professionals 2017:
9 Middle/High School Classroom Teacher~~[International Reading Association Standards 2010:~~
10 ~~Middle and High School Content Classroom Teacher]~~; and

11 (e) Evidence of qualifications of each faculty member assigned to teach a course aligned to the
12 six (6) International Literacy Association's Standards for the Preparation of Literacy
13 Professionals 2017: Middle/High School Classroom Teacher~~[International Reading~~
14 ~~Association Standards 2010: Middle and High School Content Classroom Teacher]~~.

15 Section 2. ~~[(1) Each approved middle school, high school, Grades 5-12, and Grades P-12~~
16 ~~certification educator preparation program shall submit the following information to the Education~~
17 ~~Professional Standards Board by June 1, 2016:~~

18 ~~(a) The course or courses the program has developed to ensure that each candidate demonstrates~~
19 ~~the six (6) International Reading Association Standards 2010: Middle and High School Content~~
20 ~~Classroom Teacher;~~

21 ~~(b) The syllabus for each course aligned to the six (6) International Reading Association~~
22 ~~Standards 2010: Middle and High School Content Classroom Teacher;~~

1 ~~(c) The assessments, including any scoring instruments, developed for each course aligned to~~
2 ~~the six (6) International Reading Association Standards 2010: Middle and High School Content~~
3 ~~Classroom Teacher to demonstrate the candidate's competency to provide classroom instruction~~
4 ~~aligned to each standard;~~

5 ~~(d) The faculty assigned to teach each course aligned to demonstrate the six (6) International~~
6 ~~Reading Association Standards 2010: Middle and High School Content Classroom Teacher;~~
7 ~~and~~

8 ~~(e) Evidence of qualifications of each faculty member assigned to teach a course aligned to the~~
9 ~~six (6) International Reading Association Standards 2010: Middle and High School Content~~
10 ~~Classroom Teacher.~~

11 ~~(2) An approved middle school, high school, Grades 5-12, or Grades P-12 certification educator~~
12 ~~preparation program that does not submit the information to the Education Professional~~
13 ~~Standards Board by June 1, 2016, as required by subsection (1) of this section, shall no longer~~
14 ~~admit candidates.~~

15 ~~Section 3.]~~Incorporation by Reference.

16 (1) "International Literacy Association's Standards for the Preparation of Literacy Professionals
17 2017: Middle/High School Classroom Teacher", 2017, is incorporated by reference.["The
18 Standards for Reading Professionals—Revised 2010", 2010, is incorporated by reference.]

19 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at
20 the Education Professional Standards Board, 300 Sower Boulevard, [~~100 Airport Road, 3rd~~
21 ~~Floor,~~] Frankfort, Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m. This material
22 is also available on the Education Professional Standards Board's Web site at
23 <http://www.epsb.ky.gov/course/view.php?id=2>.

6-21-23
Date

Justin Mitchell
Justin Mitchell, Board Chair
Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this proposed administrative regulation shall be held on October 23, 2023, at 10:00 a.m. in the State Board Room, Fifth Floor, 300 Sower Boulevard, Frankfort, Kentucky. Individuals interested in being heard at this meeting shall notify this agency in writing five working days prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted through October 31, 2023. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to:

CONTACT PERSON: Todd Allen, General Counsel, Kentucky Department of Education, 300 Sower Boulevard, 5th Floor, Frankfort, Kentucky, 40601, phone 502-564-4474, fax 502-564-9321; email regcomments@education.ky.gov.

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

16 KAR 5:060

Contact Person: Todd Allen, phone 502-564-4474, fax 502-564-9321; email regcomments@education.ky.gov

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the literacy preparation requirements for middle school, high school, Grades 5-12, and Grades P-12 certification educator preparation programs.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to establish the literacy preparation requirements for middle school, high school, Grades 5-12, and Grades P-12 certification educator preparation programs.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board (EPSB) to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel. 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 EPSB.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation sets the literacy preparation requirements for middle school, high school, Grades 5-12, and Grades P-12 certification educator preparation programs.

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

(a) How the amendment will change this existing administrative regulation: This amendment updates the literacy preparation standards for middle school, high school, grades 5-12 and P-12 preparation programs to the most recent version.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to update the literacy preparation standards for middle school, high school, grades 5-12 and P-12 preparation programs to the International Literacy Association's Standards for the Preparation of Literacy Professionals 2017: Middle/High School Classroom Teacher.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment sets the preparation standards for middle school, high school, grades 5-12 and P-12 preparation programs to the most recent version.

(d) How the amendment will assist in the effective administration of the statutes: This amendment will update the preparation standards to the most current version.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 31 institutions of higher education with an

approved educator preparation program, and those pursuing certification as a middle school, high school, grades 5-12 and P-12 teacher.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions will have to ensure that the programs leading to middle school, high school, grades 5-12 and P-12 teacher certification align to the International Literacy Association's Standards for the Preparation of Literacy Professionals 2017: Middle/High School Classroom Teacher.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There is no fee established by the Education Professional Standards Board in this regulation.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Compliance will result in preparation programs that align to the most current version of the national literacy standards, thus candidates for middle school, high school, grades 5-12 and P-12 teacher certification will be prepared under the standards.

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

(a) Initially: There are no costs expected to implement this amendment.

(b) On a continuing basis: There are no expected continuing costs with this amendment.

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

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: At this time, it is not expected that an increase in fees or funding will be necessary for the Education Professional Standards Board to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are established or increased by this regulation.

(9) TIERING: Is tiering applied? Tiering is not applicable to the requirements of this regulation because the standards apply to all middle school, high school, grades 5-12 and P-12 teacher preparation programs.

FISCAL NOTE

16 KAR 5:060

Contact Person: Todd Allen, phone 502-564-4474, fax 502-564-9321; email regcomments@education.ky.gov

(1) What units, parts, or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The EPSB and public institutions of higher education with approved educator preparation programs.

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

(3) Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? The amendment to this administrative regulation is not expected to generate any revenue during the first year.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? The amendment to this administrative regulation is not expected to generate any revenue during subsequent years.

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

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

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: The EPSB is not imposing or collecting any fees under this administrative regulation. The process for preparation program review is already established, and no additional costs to that process are established by this amendment.

(4) Estimate the effect of this administrative regulation on the expenditures and cost savings of regulated entities for the first full year the administrative regulation is to be in effect.

(a) How much cost savings will this administrative regulation generate for the regulated entities for the first year? None anticipated.

(b) How much cost savings will this administrative regulation generate for the regulated entities for subsequent years? None anticipated.

(c) How much will it cost the regulated entities for the first year? There are costs intrinsic to operating an educator preparation program, there are no additional costs created by this amendment.

(d) How much will it cost the regulated entities for subsequent years? There are no costs created by this amendment.

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

Cost Savings (+/-):

Expenditures (+/-):

Other Explanation:

(5) Explain whether this administrative regulation will have a major economic impact, as defined below. "Major economic impact" means an overall negative or adverse economic impact from an administrative regulation of five hundred thousand dollars (\$500,000) or more on state or local government or regulated entities, in aggregate, as determined by the promulgating administrative bodies. [KRS 13A.010(13)] There is not an expected major economic impact from this regulation as it does not create additional costs for the EPSB or the regulated entities.

SUMMARY OF MATERIAL INCORPORATED BY REFERENCE

The "International Literacy Association's Standards for the Preparation of Literacy Professionals 2017: Middle/High School Classroom Teacher, 2017" is a two-page document outlining the standards for the preparation of these teachers. The document contains six standards and four components for each standard.

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER

| Standard | Component 1 | Component 2 | Component 3 | Component 4 |
|---|---|--|--|--|
| STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate. | 1.1 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of academic vocabulary, reading comprehension, and critical thinking, with specific emphasis on content area and discipline-specific literacy instruction. | 1.2 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of adolescent writing development, processes, and instruction in their specific discipline. | 1.3 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations and instruction of language, listening, and speaking, viewing, and visually representing in their specific discipline. | 1.4 Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of general literacy and discipline-specific literacy processes that serve as a foundation for all learning. |
| STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners. | 2.1 Candidates demonstrate the ability to evaluate published curricular materials and select high-quality literacy, multimedia, and informational texts to provide a coherent and motivating academic program that integrates disciplinary literacy. | 2.2 Candidates use evidence-based instruction and materials that develop reading comprehension, vocabulary, and critical thinking abilities of learners. | 2.3 Candidates design, adapt, implement, and evaluate evidence-based writing instruction as a means of improving content area learning. | 2.4 Candidates use evidence-based instruction and materials to develop language, listening, speaking, viewing, and visually representing skills of learners; such instruction is differentiated and responsive to student interests. |
| STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes. | 3.1 Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments. | 3.2 Candidates use observational skills and results of student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development. | 3.3 Candidates use the results of student work and assessment results to inform and/or modify instruction. | 3.4 Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/purpose of assessments. |

MIDDLE/HIGH SCHOOL CLASSROOM TEACHER

| Standard | Component 1 | Component 2 | Component 3 | Component 4 |
|---|---|--|---|---|
| STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction. | 4.1 Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities. | 4.2 Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity. | 4.3 Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials. | 4.4 Candidates forge family, community, and school relationships to enhance students' content and literacy learning. |
| | STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies. | 5.1 Candidates demonstrate understanding of theories and concepts related to adolescent literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners. | 5.2 Candidates demonstrate knowledge of and incorporate digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment. | 5.3 Candidates incorporate safe and appropriate ways to use digital technologies in literacy and language learning experiences. |
| STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning. | 6.1 Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations. | 6.2 Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change. | 6.3 Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities. | 6.4 Candidates advocate for the teaching profession and their students, schools, and communities. |

