

Education Professional Standards Board

GUIDELINES FOR SUBMITTING AN APPLICATION TO PROVIDE AN ALTERNATIVE ROUTE TO CERTIFICATION INSTITUTE (OPTION 7)

Approved June 14, 2004
Revised November 9, 2009
Revised October 28, 2019
Revised April 11, 2022

Background

The 2004 Kentucky General Assembly enacted HB 152, amending KRS 161.048 to add an Option 7 Alternative Route to Certification. Through the Option 7 Alternative Route to Certification, educators may earn the following credentials:

ELEMENTARY OR P-12 TEACHER CERTIFICATION: prior to receiving a one-year temporary provisional certificate or during the first year of the certificate, the teacher shall complete the equivalent of a 240-hour institute, based on 6-hour days for 8 weeks.

MIDDLE, SECONDARY OR 5-12 TEACHER CERTIFICATION: prior to receiving a one-year temporary provisional certificate or during the first year of the certificate, the teacher shall complete the equivalent of a 180-hour institute, based on 6-hour days for 6 weeks.

The Option 7 Alternative Route to Certification allows a person in a field other than education to receive a one-year temporary provisional teaching certificate (elementary, middle, secondary, grades 5-12, and/or grades P-12), if he/she has met the following conditions:

1. Holds a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought;¹
2. A minimum cumulative grade point average of 2.75 on a four (4) point scale or a minimum grade point average of 3.0 on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution;
3. Meets all applicable admission criteria outlined in 16 KAR 5:020 for initial certification programs before receiving a temporary provisional certificate.² A candidate who has a terminal degree shall be exempt from passing the required admission assessments.
4. Passes written tests designated by the Education Professional Standards Board (EPSB) for content knowledge in the area of certification, including elementary education and exceptional children areas; and
5. Has completed a 180/240-hour approved institute through an EPSB-approved Option 7 program. A minimum of half the requisite hours shall be completed prior to issuance of the first temporary provisional certificate. The remainder of the hours shall be completed prior to issuance or during the first temporary provisional certificate.

¹ KRS 161.048 (8)(a)(1), requires the candidate to possess a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought. For Elementary Education, it would include an academic major in any area for which an elementary teacher has permissions to teach (English, social studies, science, math, music, art, health, P.E.). Similarly, for special education, permissions for that certificate allow a person with that certificate (LBD, MSD, etc.) to teach any content area. Also, their permissions are tied to a specific population; therefore, an academic major in an area of disabilities, etc.

² Must earn a passing score on the Core Academic Skills for Educators (CASE) or Graduate Record Exam (GRE)

Who may submit an application?

KRS 161.048 (8) does not contain any limitation on who may provide the elementary, middle, and secondary institutes outlined under Option 7. The statute does provide, however, that the “providers” and the “content of the institute” shall be approved by the EPSB. KRS 161.028 recognizes the Board’s authority to approve “college, university, and school district programs,” as well as nontraditional or alternative programs “through public or private colleges or universities, private contractors, the Department of Education, or the Kentucky Commonwealth Virtual University[.]” KRS 161.028(b), (s). Applicants who are not currently accredited by the EPSB are recommended to demonstrate partnerships with Institutions of Higher Education (IHEs) accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.

What should be addressed in the application?

1. Contact information for Educator Preparation Provider (EPP) leader
2. Description of institute (e.g., type of EPP, when offered, methods of delivery, certification areas included)
3. Program Review Contents (submitted in the Kentucky Educator Preparation Review System [KEPRS])
 - a. Quality Assurance of institute’s effectiveness and continuous improvement:
 - i. identifies what data is collected and when. Data points shall include retention in the field, fill rate percentage and satisfaction surveys.
 - ii. identifies how data is analyzed and by whom
 - b. Quality Assurance of candidate:
 - i. Includes a minimum of three transition points: admission, midpoint, and exit that identify the requirements (criteria and assessments) for successful progression through the entire program
 - ii. Requires that candidates attain qualifying scores on the CASE or GRE before issuance of their initial temporary provisional certificate
 - iii. Requires that candidates attain qualifying scores on the academic content assessment before issuance of their initial temporary provisional certificate
 - iv. Requires that candidates attain qualifying scores on the pedagogy assessment before issuance of the professional certificate
 - v. Requires that candidates’ disposition for teaching must be assessed/demonstrated at admission, midpoint, and exit
 - vi. Identify how the provider in collaboration with the employing district will provide supports for struggling/unsuccessful candidates throughout the program
4. Curriculum, Mentoring, and Assessments, which must:
 - a. Demonstrate alignment to the Kentucky Academic Standards in design and assessment of P-12 student knowledge and candidates’ skills and subject matter competency
 - b. Include research-based classroom practices, including effective classroom management techniques; knowledge of child/adolescent growth, methodologies for addressing and assessing individual learning differences to meet diverse learning needs of all students, including exceptional children; literacy strategies
 - c. Identify how instruction on technology is integrated into the program
 - d. Provide consistent and high-quality clinical experiences. The clinical experience shall be a collaborative effort between the provider and the employing district. High-quality clinical experiences shall include supervised work with students and quality collaboration with mentors and colleagues.
 - e. Define the type of support to be provided by the EPP during the institute, as well as induction (mentoring support) of the new teacher candidate; the EPP must provide continuous mentoring support to the candidate throughout the entire program, including a minimum of 18 hours per semester
 - i. The mentorship shall be based on the needs of the candidate and may address planning, modeling and guidance as it relates to the Kentucky Framework for Teaching. This shall be a collaborative effort between the provider and the employing school district.

- f. Align to the Kentucky Teacher Standards in 16 KAR 1:010 and the Professional Code of Ethics for Kentucky Certified School Personnel
 - g. Establish effective educational partnerships (i.e., among State Education Agencies, Local Educational Agencies, and IHEs)
 - h. Include a Memorandum of Agreement or Understanding demonstrating the agreement between the partners involved in the Option 7 program
 - i. Require that the candidate successfully complete a supervised culminating clinical experience for a minimum of one semester; after successful completion of this experience, and obtaining passing scores on the pedagogy assessment, the candidate may receive a recommendation for a professional teaching certificate
5. Description of the qualifications, credentials and diversity of the institute's clinical educators
 6. Copy of Curriculum Contract (provided to candidate). Must include, but is not limited to:
 - a. Name of institute and resulting certification, with appropriate grade levels noted
 - b. Candidate's name
 - c. Institute's curricular requirements
 - d. Program admission and exit requirements
 - e. Verification that the Professional Code of Ethics for Kentucky Certified School Personnel has been addressed

When should applications be submitted?

Applications may be submitted at any time; however, time required for program review and the timing of EPSB meetings may impact the length of time for the approval of the application.

To whom should applications or questions be directed?

Todd Davis, Division Director
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