

EPSB Mission Statement:

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

EPSB Urgent Meeting Agenda

EPSB Offices

**100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
January 29, 2014**

Sunday, January 26, 2014

**5:30 PM EST DISCUSSION ON CAEP ACCREDITATION
EPSB Offices, Conference Room A
NO BUSINESS WILL BE CONDUCTED**

Monday, January 27, 2014

**9:00 AM EST Call to Order
Roll Call
Open Speak
Recognition of Former Board Member
Approval of Consent Items
A. Approval of October 28, 2013 EPSB Minutes (**Pages 1-24**)
B. Approval of Contracts (Mr. Jimmy Adams) (**Pages 25-26**)
C. Moderate and Severe Disabilities Grades P-12 (Master of Arts in Education, Rank I, and Certification Only), Campbellsville University (Dr. Kim Walters-Parker) (**Pages 27-30**)
D. 2013-14 Emergency Non-Certified School Personnel Program, Boone County (Mr. John Fields) (**Pages 31-32**)**

Report of the Executive Director

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Local Educator Assignment Data (LEAD) Report (Mr. Fields)
- D. Data Quality Campaign 2013
- E. CAEP Alliance Renewal

Report of the Chair

- A. Introduction of the Education and Workforce Development Cabinet Secretary, Mr. Tom Zawacki

Agenda Book

- B. Supporting Effective Educator Development (SEED) Update
(Ms. Donna Brockman)

Committee Reports

- A. KTIP Updates
- B. Literacy Preparation Advisory Committee
- C. Program and Accreditation Review Committee

Information/Discussion Items

- A. Awarded Contracts (Mr. Adams) **(Pages 33-34)**
- B. Mid-Year Budget Report (Mr. Adams) **(Pages 35-36)**
- C. Strategic Plan (Mr. Adams) **(Pages 37-38)**
- D. 16 KAR 2.010. Kentucky Teaching Certificates, Notice of Intent
(Ms. Alicia Sneed, Mr. Fields) **(Pages 39-52)**
- E. 16 KAR 4.060. Certificate Renewals and Successful Teaching
Certificates, Notice of Intent (Ms. Sneed, Mr. Fields)
(Pages 53-60)
- F. Update on Speech Language Pathologist Master's Degree
Programs (Ms. Sneed) **(Pages 61-62)**

Action Items

- A. Lindsey Wilson College Accreditation (Dr. Walters-Parker)
(Pages 63-68)
- B. Boyce College Accreditation (Dr. Walters-Parker) **(Pages 69-74)**
- C. Alice Lloyd College Accreditation (Dr. Walters-Parker)
(Pages 75-80)

Waivers

- A. 16 KAR 5:040. Request to Waive Cooperating Teacher
Eligibility Requirements – Dr. Mary John O’Hair on behalf of
Mr. Daniel Wesley (Dr. Walters-Parker) **(Pages 81-84)**
- B. 16 KAR 3:050. Request to Extend the Principal Preparation
Program Completion Date, Dr. David Whaley on behalf of
Mr. Andrew Williams (Dr. Walters-Parker) **(Pages 85-88)**
- C. 16 KAR 5:040. Request to Waive the Student Teacher
Placement – Dr. David Whaley on behalf of Ms. Amanda Baker
(Dr. Walters-Parker) **(Pages 89-92)**
- D. 16 KAR 5:040. Request to Waive the Student Teacher
Placement – Dr. David Whaley on behalf of Ms. Haley Sonnek
(Dr. Walters-Parker) **(Pages 93-96)**
- E. 16 KAR 5:040. Request to Waive the Cooperating Teacher
Eligibility Requirements – Dr. Sam Evans on behalf of
Ms. Doris Poole (Dr. Walters-Parker) **(Pages 97-100)**

Agenda Book

- F. 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements – Dr. Sam Evans on behalf of Ms. Florence Laramore (Dr. Walters-Parker) **(Pages 101-103)**

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.

Evaluation of the Executive Director

Adjournment

Next Regular Meeting:
March 3, 2014
EPSB Offices

Agenda Book

Agenda Book

The actions delineated below were taken in open session of the EPSB at the October 28, 2013, 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

**Education Professional Standards Board (EPSB)
Summary Minutes of the Regular Business Meeting
EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, Kentucky
October 28, 2013
Consent Item A**

Call to Order

Chair Cassandra Webb called the meeting to order at approximately 9:00 a.m. EDT.

Swearing In of New Board Members and Board Member Designee

Board Secretary Ashley Abshire swore in the EPSB's newest board members, Shannon Treece and Tolya Ellis, as well as Felicia Cumings Smith, a designee for Commissioner Holliday.

Introduction of New Board Members and Board Member Designee

The new board members and designee introduced themselves to the board. Ms. Shannon Treece is currently the principal of Eminence Independent Middle/High and has worked in education for over 12 years. Ms. Tolya Ellis is a third grade teacher for Shelby County Public Schools. She is completing her tenth year of teaching and also serves as vice-president for the Shelby County Education Association. Ms. Felicia Cumings Smith serves as associate commissioner for the Kentucky Department of Education.

Roll Call

The following Board members were present during the October 28, 2013, EPSB meeting: Bradley Bielski, Ellen Blevins, Barbara Boyd, Felicia Cumings Smith, John DeAtley, Tolya Ellis, Allen Kennedy, Marie McMillen, Mary John O'Hair, Michael Ross, Laura Schneider, Sandy Sinclair-Curry, Anthony Strong, Shannon Treece, Cassandra Webb and David Whaley. Brandy Beardsley was absent.

Board's Mission Statement

Chair Webb reminded the board of its mission statement by reviewing it with the board and audience.

Agenda Amendment

2013-052

Motion made by Ms. McMillen, seconded by Mr. Anthony Strong, to amend the agenda to add Action Item F. 16 KAR 5:040. Request to Waive Language Pertaining to the Admission, Placement and Supervision in Student Teaching, Murray State University, University of Kentucky, University of Louisville, and Western Kentucky University.

Vote: *Unanimous*

Open Speak

There were several requests for Open Speak.

Eddie Campbell

Mr. Eddie Campbell shared his concerns regarding Perry County Schools and the hiring of the superintendent.

Charlotte Hubbard, Kellie Ellis, Tammy Cranfill, and Verna Lowe

These individuals provided several perspectives and points of view from Eastern Kentucky University as they relate to 16 KAR 5:040 regarding field hours for teacher certification of speech language pathologists. Dr. Cranfill stated speech language pathologists are clinical educators and need skilled abilities in education service, in order to be collaborative and fulfill the goals of co-teaching efforts.

Approval of Consent Items

2013-052

Motion made by Dr. David Whaley, seconded by Ms. Ellen Blevins, to remove the 2012 Title II Report from Consent Items and add it as Action Item G. and approve the following items on the consent agenda:

Approval of September 16, 2013, EPSB Minutes

Approval of Contract

Vote: *Unanimous*

Report of the Executive Director

Recognition of EPSB Employee

Executive Director Robert Brown recognized Marcie Lowe, EPSB staff assistant, for being one of six public employees honored and recognized for the difference she is making in the lives of others with the 2013 Governor's Ambassador Award.

National Board Initiative

Mr. Brown informed the board that National Board was awarded \$15M from the U.S. Department of Education's Supporting Effective Educator Development (SEED) grant program to advance strategies that will expand the pool of highly effective National Board Certified Teachers (NBCTs) serving in high-need schools. Kentucky has been identified to participate in the National Board initiative to develop strong National Board leadership in schools serving large concentrations of high-need students.

Strategic Planning Committee

Executive Director Brown gave an update on the Strategic Planning Committee. The committee is developing new goals and strategies and looking at the disciplinary process of other states. Chair Webb encouraged the board to attend the Strategic Planning Committee meetings, as she values the input of all members. She stated her intentions of sending an email to the board

Agenda Book

regarding CAEP and INTASC, and emphasized the importance for members to read the documents.

Report from the Kentucky Department of Education

Felicia Cumings Smith shared her excitement on KDE's partnership for the SEED grant with National Board. She further stated that she had the opportunity to recently present at KACTE and shared how KDE is relying on higher education to continue moving its work forward. She asked everyone to closely review the TELL KY data. One of the most important results that came from the survey showed that new teachers need more assistance in how to adequately differentiate instruction. Lastly, Ms. Smith informed the board that the Teacher Effectiveness Steering Committee has proposed work of a summative model design that will be included in the new PGES. A subcommittee will meet again November 4. All minutes from the meetings are on the KDE website.

Report from the Council on Postsecondary Education

Mr. John DeAtley announced CPE has extended the deadline for institutions to determine if they want to participate with CPE on the Vanguard Project.

Report of the Chair

Committee Report

Kentucky Advisory Council on Internships Committee

The following individuals gave an update on KACI:

Donna Brockman, Director, EPSB Professional and Learning Assessment Division
Dr. Sharon Brennan, Chair of KACI and Director of Field Experiences and School Collaboration at the University of Kentucky

Mr. Jeff Castle, Assistant Superintendent/Chief Academic Officer of Jessamine County Schools
Janet O'Connell, social studies high school teacher for Jessamine County Schools and KTIP Appeals Committee member

Ms. Brockman stated that at the last EPSB board retreat staff were given the directive to align KTIP with PGES. Dr. Brennan stated she has been involved in KIP since its inception and that Kentucky was one of the first states to implement a program to ensure good quality teachers across the state. She stated the program has been enduring because it has taken a progressive stance and suggested there is strong support from KACI to merge KTIP with PGES. Dr. Brennan also indicated that KACI has a strong commitment to ensure the demonstration of leadership and collaboration and to use KTIP as an element for student growth targets.

Mr. Jeff Castle stated he has served in a number of roles in KTIP, and he is supportive of the PGES system and the Charlotte Danielson framework. He shared that the committee is committed to finding the most intentional and well planned merger for KTIP and PGES, while honoring the strength of both. While piloting the changes, it was noted that giving the IHE's access to the Continuous Instructional Improvement Technology System (CIITS) will be important.

Ms. Felicia Cumings Smith asked for the timeline of the merger of KTIP and PGES. Ms. Brockman stated it would be the same as the PGES timeline. Two school districts volunteered to

Agenda Book

pilot the system for the 2014-2015 school year with full implementation in 2015-2016. She stated that training is a concern because KTIP involves many stakeholders who will need to be trained on the KTIP changes. Staff are looking at technology to help with this training.

Literacy Preparation Advisory Committee

The following individuals gave an update on the Literacy Preparation Advisory Committee (LPAC):

Dr. Kim Walters-Parker, Director, EPSB Educator Preparation Division

Dr. Dorie Combs, Chair/Professor of Instruction and Curriculum, Eastern Kentucky University

Dr. Pam Petty, Professor, Director, WKU Center for Literacy

Mr. Ron Chi, Principal, The Learning Center at Linlee, Fayette County Public Schools

Dr. Kim Walters-Parker provided the board with background information on the purpose of LPAC, which is to review the literacy instruction preparation currently provided in Kentucky's educator preparation programs for middle school, high school, and P-12 initial certification areas; examine relevant research and information related to best practices in literacy preparation; and make recommendations to the board regarding literacy instruction preparation.

The four objectives of LPAC include the following:

Objective 1: Identification of key features of effective literacy preparation programs for middle and high school teachers.

Objective 2: Identification or creation of program and candidate standards that will ensure those key features of effective literacy preparation programs are present in all initial certification programs.

Objective 3: Reporting and evaluation procedures to ensure that all middle school, high school, and P-12 initial certification programs meet the identified standards.

Objective 4: Reporting and evaluation procedures to ensure that all candidates in middle school, high school, and P-12 initial certification programs meet the appropriate standards.

LPAC developed recommendations for the first two of the four objectives assigned by the EPSB, both of which involve identifying appropriate standards. If these two recommendations are accepted by the board, LPAC asked that it be allowed to address the two remaining objectives regarding standards for programs and standards for candidates.

The recommendations are as follows:

Recommendation 1: Adopt the International Reading Association Standards: Middle and High School Content Classroom Teacher.

Recommendation 2: Require all approved middle school, high school, and P-12 certification programs to ensure all teacher candidates seeking initial certification demonstrate the competencies outlined in the International Reading Association Standards: Middle and High School Content Classroom Teacher. Programs may meet this requirement in one of two ways:

a. Require the standards be taught and assessed with fidelity in a stand-alone three (3) credit hour content literacy course taught by faculty qualified to deliver literacy instruction;

b. Require the standards be taught and assessed with fidelity in one or more standards-aligned content courses taught by faculty qualified to deliver literacy instruction.

Recommendation 3: LPAC recommends that reporting and evaluation procedures for all middle school, high school, and P-12 initial certification programs be developed after the board has determined whether it will adopt Recommendations 1 and 2.

Recommendation 4: LPAC recommends that reporting and evaluation procedures for candidates in middle school, high school, and P-12 initial certification programs be developed after the board has determined whether it will adopt Recommendations 1 and 2.

Additional Recommendation: Teachers who are certified in other states and who then come into Kentucky to teach are eligible for certification if they meet certain requirements. LPAC recommends that the EPSB investigate or charge LPAC with investigating the possibility of requiring teachers who are granted Kentucky certification based on out-of-state certification to either demonstrate they have comparable preparation or gain comparable preparation within a reasonable period of time.

Dr. Dorie Combs stated that these policies are not going to be easy to implement and IHE's will not be excited to add another course in their curriculum when CPE is asking them to reduce the number of credits students must take.

Ms. Felicia Cumings Smith stated those on this committee are leading experts in the field of literacy. She applauded their efforts to remain focused on this critical issue and said she has committed much of her career to improvement of literacy education. She called on the Collaboration Center for Literacy Development to be engaged in this work as it is made up of a partnership of eight (8) state public universities and has been absent from public conversations. She encouraged the board to act in a bold way and accept the recommendations in their entirety, as well as the additional recommendation.

The committee will bring these recommendations as an information item at the January meeting.

Information/Discussion Items

Awarded Contracts

Jimmy Adams, EPSB Deputy Executive Director, informed the board that career and technical education KTIP contracts were awarded to the eight (8) public universities and a contract for the new teacher survey was awarded to Panorama Education. Ms. Marie McMillen stated she has heard concerns that it is very difficult to meet timelines for KTIP because of the large caseloads of teacher educators.

Implementation of the Recommendations of the Committee to Ensure an Ethical Educator Workforce

Ms. Alicia Sneed reported that at the September EPSB meeting the board adopted three (3) final recommendations made by CEEEW:

- Initial certification background check (self-financed)
- Adoption of draft character and fitness form that was presented to the board
- Proceed with the pilot development of an online complaint process and include superintendent complaint form on the EPSB website.

Agenda Book

She explained that adopting the new character and fitness form will involve changing all applications for certification, the TC-4 emergency substitute online application form, and adopting procedures for applicants to submit criminal background checks. Several regulations will need to be amended during the process and staff hopes to bring the first of those amendments to the board in January 2014. Staff suggested the implementation date for the new forms in the regulation become effective January 1, 2015. Dr. David Whaley asked if student teachers who already have background checks will need a background check upon initial certification. Ms. Sneed stated that staff's goal is to have a six month window where background checks completed for student teaching could also be used for initial certification.

Ms. Sneed further reported that currently there is a temporary form online for superintendents to use in reporting misconduct. Jefferson County Public Schools has agreed to pilot the development of an online reporting system. In order to develop the new system, an additional programmer will be needed. If an additional programmer is hired, the new system will, hopefully, be piloted during the next school year and be available to all superintendents by the 2015-16 school year.

In January, Ms. Sneed will bring regulations for the board to review in fulfilling these implementations.

Action Items

16 KAR 6:010. Examination Prerequisites for Teacher Certification, Final Action

Ms. Donna Brockman explained the proposed changes to 16 KAR 6:010. Discussion ensued on how cut scores were developed. A concern was raised as to whether the cut scores were set at an acceptable range. Mr. Brown explained how the cut score framework was redesigned in 2011. Dr. Whaley said he would like to see data that establishes a relationship between the impact of a teacher and the score that individual achieves on the ETS exam. Dr. Cory Murphy of ETS stated ETS conducts research and has performed studies in partnership with the National Education Association, and also stated his intention of sending a link to Mr. Brown for sharing with the board.

2013-053

Motion made by Mr. Mike Ross, seconded by Ms. McMillen, to approve the proposed amendments to 16 KAR 6:010.

Vote: *Unanimous*

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

2013-054

Motion made by Ms. McMillen, seconded by Ms. Sandy Sinclair-Curry, to adopt the Praxis Core Academic Skills for Educators and the corresponding cut scores.

Vote: *Unanimous*

2014 Legislative Agenda

2013-055

Motion made by Mr. Strong, seconded by Dr. Bradley Bielski, to approve the 2014 Legislative Agenda as follows:

Agenda Book

- * *Support the EPSB's budget requests for FY 2014-2016.*
- * *Support a FY 2014-2016 budget increase to the Kentucky Teacher Internship Program (KTIP) to secure full funding for the 2014-15 and 2015-16 school years.*
- * *Support legislation which furthers the EPSB Mission and Goals.*
- * *Oppose any attempt to dilute the current authority of the EPSB.*

Vote: *Unanimous*

EPSB Fiscal Year 2015-2016 Biennial Budget Request

Mr. Gary Freeland and Mr. Jimmy Adams presented the biennial budget request proposal to the board. The three additional budget request priorities included the following:

1. Defined Calculations (salary increases, health insurance increases, retirement contribution increases)
2. Vacant Positions
3. Full KTIP funding

Additionally, the request includes a capital project to develop an educator preparation system to automate the accreditation and program review processes.

2013-056

Motion made by Mr. John DeAtley, seconded by Ms. Felicia Cumings Smith, to authorize the deputy executive director to submit the 2014-16 budget request to the Secretary of Education and Workforce Development and the Office of the State Budget Director, as presented.

Vote: *Unanimous*

CCSSO Contract

2013-057

Motion made by Mr. DeAtley, seconded by Dr. Bielski, to authorize the executive director to enter into the Memorandum of Agreement with CCSSO.

Vote: *Unanimous*

16 KAR 5:040. Request to Waive Language Pertaining to the Admission, Placement and Supervision in Student Teaching: Murray State University (MuSU), University of Kentucky (UK), University of Louisville (UofL), and Western Kentucky University (WKU)

Dr. Joneen Lowman, Assistant Professor for the Division of Communication Sciences and Disorders at the University of Kentucky, explained the waiver request to the board. 16 KAR 5:040 was amended to require candidates for Kentucky teacher certification to complete 200 hours of field experience prior to student teaching. This amendment went into effect September 1, 2013. She stated that MuSU, UK, UofL, and WKU are requesting that the board waive the 200 hours of field experience requirement for spring 2014 speech-language pathology (SLP) candidates enrolled at these universities. The programs requesting the waiver are concerned that with the addition of the recently enacted field experience requirements, that they can no longer meet both the national and state licensure standards for SLP and the preparation requirements for certification as an educator. Discussion ensued among the board. The waiver request is only for

Agenda Book

the spring semester 2014. Ms. Sneed hopes to bring a solution to the board for the next school year.

2013-058

Motion made by Dr. Whaley, seconded by Dr. Mary John O’Hair, to approve the waiver of the 200 hours field experience requirement in 16 KAR 5:040 for spring 2014 speech-language pathology candidates enrolled at Murray State University, University of Kentucky, University of Louisville, and Western Kentucky University.

It was determined that this motion was inappropriate under the EPSB Professional Conduct Procedure.

Motion made by Ms. Blevins, seconded by Ms. Laura Schneider, to approve the waiver of the 200 hours field experience requirement in 16 KAR 5:040 for spring 2014 speech-language pathology candidates enrolled at Murray State University, University of Kentucky, University of Louisville, and Western Kentucky University.

Vote: Yes - 11

No – 3 (Sandy Sinclair-Curry, Barbara Boyd, Mike Ross)

Recuse – 2 (David Whaley, Mary John O’Hair)

2012 Title II Report

Ms. Marie McMillen expressed her concern while reading the report that many universities did not have minimum GPA admission requirements. Mr. Brown stated that next year’s report will include the GPAs. Ms. McMillen further stated she would like to see minimum GPA’s for content knowledge.

2013-059

Motion made by Mr. Ross, seconded by Ms. Shannon Treece, to approve the 2012 Title II Report.

Vote: Unanimous

Alternative Route to Certification Application

Brigetta Allen, Biology Grades 8-12

2013-060

Motion made by Ms. McMillen, seconded by Ms. Blevins, to approve the alternative route to certification application for Brigetta Allen.

Vote: Unanimous

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW October 28, 2013

Motion made by Ms. Sandra Sinclair-Curry, seconded by Ms. Ellen Blevins, 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

Agenda Book

Motion made by Mr. Anthony Strong, seconded by Mr. Allen Kennedy, to return to open session.

Vote: Unanimous

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

Brad Bielsky, Barbara Boyd, Cassandra Webb, Michael Ross, Anthony Strong, Sandra Sinclair-Curry, Laura Schneider, Ellen Blevins, David Whaley, Marie McMullen, Allen Kennedy, John DeAtley, Tolya Ellis, Felicia Cumings Smith, and Shannon Treece.

Attorneys present were Alicia A. Sneed, Ryan Chailland, Whitney Crowe, Cassandra Trueblood, Gary Stephens, Cynthia Grohmann, and Angela Evans.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
1307555	Defer
1306451	Defer for training
1306459	Hear
1307551	Defer for training
1308599	Hear
1308614	Defer for training
1307533	Defer for training
1309647	Defer for training
1307509	Hear
1307535	Adm onish
1308567	Adm onish
1308610	Dism issed
1308586	Defer for training
1307483	Adm onish
1308597	Hear
1308601	Hear
1309651	Adm onish
1308629	Defer for training
1307527	Dism issed
1307537	Hear
1307521	Hear
1308608	Hear
1307557	Hear
1307563	Hear
1307519	Hear
1308633	Hear
1307524	Hear
1307541	Hear

Agenda Book

1306449	Defer	
1307507	Hear	
1306453	Adm	onish
1307495	Hear	.
1307549	Hear	
1307553	Defer	for training
1307539	Hear	
1303244	Dism	issued
1103218	Dism	issued
1302156	Dism	issued
130157	Dism	issued
1302145	Dism	issued
1203170	Dism	issued
0905253	Dism	issued
1209546	Dism	issued
1303229	Hear	

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
13792	Approve
131077	Deny
131082	Deny
131090	Deny
131094	Deny
131097	Approve
131100	Deny
131102	Approve
131106	Deny
131111	Deny
131088	Deny
131098	Approve
131121	Approve
131129	Deny
13810	Approve
131137	Approve
12892	Approve
131124	Deny
131064	Approve
131028	Approve
131078	Approve
131075	Approve
131103	Approve
131107	Approve
131095	Approve

Agenda Book

Vote: *Unanimous*

- 1210627 (Cindy Lancaster) Accept Agreed Order admonishing Respondent for neglect of duties. Respondent is expected to perform all the responsibilities outlined in her job description, and provide services to all of the students on her current caseload. The Board will not tolerate any further incidents of misconduct from Respondent.
- Additionally, Respondent's certificate is subject to the following probationary conditions:
1. Respondent shall submit written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board, by April 1, 2014. Any expense required for said training shall be paid by Respondent.
 2. Respondent shall submit written proof to the Board that she has a course of professional development training in the area of special education law compliance and implementation, as approved by the Board, by April 1, 2014. Any expense required for said training shall be paid by Respondent.
- If Respondent fails to satisfy the conditions, Respondent's certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board. Respondent is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 1212793 (Jo Dale Anderson) Accept Agreed Order which states that Respondent agrees neither to apply for nor accept certified employment at any school district in the Commonwealth of Kentucky at any time in the future.
- Should Respondent fail to satisfy this condition, her certificate shall be automatically suspended for a period of one (1) year, and the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 1307515 (Phillip Anderson) Accept Agreed Order in which Respondent voluntarily, knowingly, and intelligently surrenders his teaching certificate and agrees to not apply for, nor be issued, a teaching or administrative certificate in the Commonwealth

Agenda Book

of Kentucky at any time in the future. Upon the acceptance
imm of this agreement by the Board, Respondent shall
Education ediatey surrender the original and all copies of his
3rd certificate, by personal delivery or first class mail, to the
Professional Standards Board, 100 Airport Road,
Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1306379 (Patrick Swencki)

Accept Agreed Order admonishing Respondent for
conduct unbecoming a teacher. As an educator,
Respondent is a role model to students and must not engage
in behavior which diminishes his position as a teacher. The
will tolerate no further acts of misconduct by

Board
Respondent.

Additionally, Respondent must provide written proof, on or
October 1, 2014, that he has completed twelve (12)
of Board-approved training/professional development
in the area of ethics. Any expense for this training shall be
by Respondent. Should Respondent fail to provide
of this training by October 1, 2014, his certificate
shall be suspended and will remain suspended until he
proof of the training.

before
hours

paid
proof

provides

Vote: *Unanimous*

1306434 (Larry Cassady)

Accept Agreed Order which states that Respondent has left
education profession and has no immediate plans to
to the classroom. Should Respondent decide to
return to the classroom at some point in the future,

the
return

shall provide proof of the following condition
to accepting a certified position:

Respondent
prior

1.

Respondent shall provide written proof to the Board
that he has been assessed by a state certified mental health
as approved by the Board, and is competent to
his duties as an educator. Respondent shall provide
proof that he has complied with any treatment

counselor,
fulfill

endations proposed by the mental health counselor
shall continue to provide treatment records to the
until he has been released from treatment by the
counselor. Any expense incurred for the assessment or
follow-up treatment shall be paid by Respondent. If
fails to satisfy this condition, his certificate
be suspended and will not be reinstated until he
proof of this condition.

recomm
and
Board

Respondent
will
provides
Should

Respondent decide to return to the classroom, his

Agenda Book

certificate
conditions

shall be subject to the following probationary
for a period of two (2) years beginning on the
date that he accepts a certified position:

1.
substance
certified

Respondent shall undergo a comprehensive
abuse assessment by a Kentucky licensed and/or
chemical dependency counselor as approved by
the Board and shall present written evidence to the Board
he has complied with the assessment process and has
completed any and all treatment
endations. Any expense for the assessment,
ent and/or reports shall be paid by Respondent. If
has not successfully completed all treatment
recommendations by the end of the two (2) year
period, he agrees that the probationary period
be extended and he shall submit quarterly written
reports from the chemical dependency counselor
to the Board until such time as the counselor releases him
from treatment. Any expense for the assessment, treatment
and/or reports shall be paid by Respondent.

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successfully
recomm
treatm
Respondent

probationary
shall
progress

2.

Respondent shall not be convicted of any violation,
misdemeanor or felony involving a controlled substance
alcohol.

and/or
By
should
certificate

entering into this Agreed Order, Respondent agrees that
he fail to satisfy these probationary conditions, his
shall be automatically suspended for a period of
six (6) months. If applicable, at the conclusion of the six
month suspension, his certificate shall remain
suspended until such time as all of the above conditions are
met.

(6)

Respondent
either
probationary
disciplinary

is aware that should he violate KRS 161.120
during or following this two year period of
conditions, the Board shall initiate a new
action and seek additional sanctions.

Vote: Unanimous

1302121 (James Huffman)
for

Accept Agreed Order suspending Respondent's certificate
a period of forty-five (45) days, from June 15, 2013
through July 29, 2013. Upon acceptance of this agreement
the Board, Respondent shall immediately surrender the
al and all copies of his certificate, by personal
or first class mail, to the Education Professional
Board, 100 Airport Road, Third Floor, Frankfort,
40601.

by
origin
delivery
Standards
Kentucky

Upon acceptance of this agreement by the Board,
teaching certificate shall be on probation for

Respondent's

Agenda Book

a period of five (5) years and subject to the following
probationary conditions:

com 1. By December 1, 2013, Respondent shall undergo a
Kentucky prehensive alcohol/substance abuse assessment by a
counselor, licensed or certified chemical dependency
as approved by the Board, and present written
evidence to the Board that he has complied with the
assessment process and any and all treatment
recomm endations. After the initial assessment, Respondent
shall submit semiannual written progress reports from his
chemical dependency counselor, by March 1st and
September 1st of each year, until such time as the counselor
releases him from treatment. Each progress report shall
certify that Respondent is continuing to comply with any
and all treatment recommendations, and that he remains fit
and competent to fulfill his duties as an educator. Any
expense for the assessment, treatment, and/or written
reports shall be paid by Respondent. If Respondent fails to
satisfy this condition, Respondent's certificate shall be
autom atically suspended until Respondent provides the
appropriate written proof to the Board.

subm 2. In accordance with KRS 161.175, Respondent shall
period, it to random drug testing during the probationary
to be administered by a provider approved by the
Board, and shall receive no drug test positive for illegal
substances or in excess of therapeutic levels generally
acceptable in the medical community. Any expense
required for the drug testing shall be paid by Respondent. If
Respondent fails to satisfy this condition, Respondent's
certificate shall be automatically suspended for a period
one (1) year and subject to additional sanctions by the
Board pursuant to KRS 161.120.

traffic 3. Respondent shall not be convicted of nor enter a guilty or
curren no contest plea to any criminal charge(s) other than minor
Office violations. Respondent shall submit a copy of his
probationary t criminal record, as prepared by the Administrative
condition of the Courts, by July 1st of each year of the
to period. Any expense required to satisfy this
shall be paid by Respondent. If Respondent fails
to satisfy this condition, Respondent's certificate shall be
automatically suspended for a period of one (1) year and
subject to additional sanctions by the Board pursuant to
KRS 161.120.

Respondent is aware that should he violate KRS 161.120
either during or following this five (5) year probationary

Agenda Book

period,
seek

the Board shall initiate new disciplinary action and additional sanctions.

Vote: *Unanimous*

1205292 (Judith Reed)
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Accept Agreed Order admonishing Respondent for the Professional Code of Ethics for Kentucky Certified School Personnel. The Board reminds that she must follow the proper procedures to student assessment for the well-being of the students and for the integrity of the assessment process. As a certified educator, Respondent shall also exemplify behaviors which maintain the dignity and integrity of the profession. The Board will not tolerate any further incidents of misconduct from Respondent.

Upon acceptance of this agreement by the Board, Respondent's certificate shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. Respondent has submitted written proof to the Board that she has completed a course on professional ethics.
2. By March 1, 2014, Respondent shall submit written proof to the Board that she has completed six (6) hours of development in the area of appropriate assessment techniques, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, Respondent's certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.
3. During the probationary period, Respondent shall not receive any disciplinary action from any school district in which she is employed. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process. If Respondent fails to satisfy this condition, Respondent's certificate shall be automatically suspended for a period of thirty (30) days and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous (Ms. Schneider recused)*

130173 (Dominic Johnson)

or

Accept Agreed Order which states that Respondent shall neither apply for nor be issued any teaching, administrative, emergency certificate in the Commonwealth of

Agenda Book

Kentucky

at any time in the future. Any future application submitted by Respondent, or on his behalf, shall be denied.

Vote: *Unanimous*

CF13987 (Brittany Wilson)
this
Kentucky

Accept Agreed Order which states that upon acceptance of agreement by the Board, Respondent shall be issued a teaching certificate upon providing proof that she has met the academic and testing requirements necessary for issuance of a certificate and has completed the following:

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1. Respondent shall provide written proof to the Board that she has undergone an anger management assessment by a sed clinical provider, as approved by the Board, and is competent to fulfill her duties as an educator. Any expense for the assessment and written reports shall be paid by

Respondent.

2.

Respondent shall submit written proof to the Board that she has completed a course, as approved by the Board, on Professional Code of Ethics for Kentucky Certified Personnel. Any expense required for said training be paid by Respondent.

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School
shall
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subject

and all certificates issued to Respondent shall be to the following conditions:

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shall

If Respondent's clinical provider makes any treatment endations with her assessment, Respondent shall ply with the treatment recommendations. Respondent submit quarterly written progress reports from her provider to the Board until such time as the provider

releases
and/or

her from treatment. Any expense for the treatment written reports shall be paid by Respondent. Failure to comply with this condition will result in Respondent's being automatically suspended until Respondent in compliance.

certificate
is

2. Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor violations. Failure to comply with this condition result in Respondent's certificate being automatically pending Board review and disposition.

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3. Respondent shall submit a current criminal background check, as prepared by the Administrative Office of the

Courts,
certification
expense

to the Board with any application for renewal of her (s) and/or for additional certification(s). Any for the criminal background check shall be paid by Respondent. Failure to comply with this condition will

result

in the denial of all applications for renewal and/or

Agenda Book

additional certification(s) submitted by Respondent or on
her behalf.

Vote: *Unanimous*

1105291 (Rebecca Raley)
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Respondent.

Accept Agreed Order suspending Respondent's certificate ten (10) days, retroactively, on April 13, 14, 15, 18, and 19, 2011, and August 27-31, 2012. Upon the Board's of this Order, Respondent shall immediately deliver the original and all copies of her certificate, by mail hand delivery, to the Education Professional Standard 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. The suspension dates will be noted on the new of the certificate issued to Respondent. certificate to teach shall remain in force the time in which the physical certificate and copies in the possession of the EPSB. Respondent shall provide written proof to the by June 1, 2014, that she has received twelve (12) of Board approved professional development/training in the areas of ethics and classroom management. Should violate this condition, her certificate shall be suspended and will remain so until the condition is met. Any expense incurred for said training shall be paid by

Vote: *Unanimous*

1004248 (Chad Cundiff)
of
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student
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Accept Agreed Order admonishing Respondent for a lack professional judgment in his interactions with students. a certified educator, Respondent must strive to uphold responsibilities of his profession by maintaining a positive learning environment for all. He must treat each with dignity and respect. The Board will tolerate further acts of misconduct by Respondent.

Vote: *Unanimous*

1106457 (Gladys Brown)
for
properly
of
profession.

Accept Agreed Order suspending Respondent's certificate a period of twenty eight months retroactive to June 24, 2011. Further, Respondent is admonished that failing to document and manage school funds is a violation her duty to maintain the dignity and integrity of the Any further misconduct of this nature will not be tolerated.

Agenda Book

Vote: *Unanimous*

1005287 (Joshua Powell)
161.020(1)
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Respondent.
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Accept Agreed Order reminding Respondent that KRS states, “No person shall be eligible to hold the of superintendent, principal, teacher, supervisor, of pupil personnel, or other public school position, he or she hold a certificate of legal qualifications for position.” As the appointing authority for a school it is Respondent’s duty to ensure that the school and all its employees comply with state school laws. Board is responsible for establishing the requirements educator certification to ensure that every certified public school employee is properly trained and capable of ing the duties of the position. A superintendent work not only with the best interest of students in mind, but also and always within the law.

Respondent’s certificate is subject to the following probationary condition. Respondent shall submit proof to the Board that he has received professional ent/training in the area of educator certification as by the Board, no later than June 1, 2014. Any expense incurred for said training shall be paid by

Should Respondent fail to satisfy this Respondent’s certificate shall be automatically suspended until the condition is met. Respondent is aware that should he violate KRS 161.120 in the future, the Board initiate a new disciplinary action and seek additional sanctions.

Vote: 13-2 (*Ms. McMillen and Ms. Schneider dissented*)

1204231 (Cheryl Jones)
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Accept Agreed Order suspending Respondent’s certificate a period of two (2) years from the date of acceptance of agreement by the Board. Respondent shall ediately surrender the original and all copies of certificate to the Education Professional Board, 100 Airport Road, Third Floor, Frankfort, 40601. Reinstatement of this certificate is upon the following:

1. Respondent shall present written evidence to the Board she has completed twelve (12) hours of professional ent/training, approved by the Board and at her own expense, in ethics and boundary issues.
2. Respondent shall present written evidence to the Board she has undergone a psychological evaluation by a licensed therapeutic and/or psychological

Agenda Book

counselor

approved by the Board and is fit to return to the classroom and capable of performing her duties with reasonable skill, competence and safety. Any expense incurred in satisfying this condition is to be paid by

Respondent.

Should Respondent fail to satisfy either of these conditions, certificate shall remain suspended until both are met.

Respondent's conditions

Upon certificate conditions

reinstatement and/or issuance, Respondent's shall be subject to the following probationary for the life of the certificate:

1.

Respondent shall not be convicted of nor enter a guilty or no contest plea to any misdemeanor or felony charges.

2. Respondent shall submit current national and state criminal background reports to the Board with any application for renewal of certification(s) and/or for certification(s). Any expense in obtaining these reports shall be paid by Respondent.

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3. district KAR adm the Respondent autom of KRS

Respondent shall not be disciplined by any school for conduct in violation of KRS 161.120 and/or 161:020. Discipline shall be defined as a reprimand, admonishment, suspension, or termination upheld by either tribunal or arbitration process, if requested. If violates this condition, the Board shall automatically suspend Respondent's certificate for a period of two years and may seek additional sanctions pursuant to 161.120.

4.

Respondent shall not accept any position of employment in the Commonwealth of Kentucky that requires administrative certification and/or a certificate for instructional leadership.

adm instru

Should Respondent fail to comply with any of these conditions, the Board shall automatically suspend Respondent's certificate for a period of two (2) years and may seek additional sanctions pursuant to KRS

probationary suspend

161.120.

Vote: *Unanimous (Mr. Strong and Ms. Schneider recused)*

1108575 (Breann Patrick)

Accept Agreed Order admonishing Respondent for using inappropriate means to manage student behavior. As an educator, Respondent has a duty to protect the physical and emotional well-being of each and every student and must treat those in her care with dignity and respect and no matter the circumstance.

professional physical student respect

On or before January 1, 2014, Respondent shall present

Agenda Book

written evidence to the Board that she has completed six (6) hours of professional development/training, approved by the Board and at her own expense, in anti-bullying strategies and effective classroom management techniques. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended and remain so until this condition is met.

Vote: *Unanimous*

1304247 (Joan Teeters) knowingly, certificate teach surrende hand Frankfort,

Accept Agreed Order in which Respondent voluntarily, and intelligently surrenders her teaching and agrees to not apply for, nor be issued, a ing or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall r the original certificate and all copies to EPSB by delivering or mailing to 100 Airport Road, 3rd Floor, Kentucky, 40601.

Vote: *Unanimous*

1303203 (Todd Bonds) the parents both Respondent's probationary twelve prior shall this autom training. assessm the successf continues during

Accept Agreed Order admonishing Respondent by the Board for failing to maintain the dignity and the integrity of profession. As an educator, the Commonwealth and entrust children in Respondent's care; therefore, he must strive to ensure that he exemplifies good judgment in his professional and personal life in order to maintain the public's trust in both him and the profession. certificate shall be subject to the following conditions for a period of five (5) years:

1. Respondent shall provide proof that he has completed (12) hours of ethics training approved by the Board to August 1, 2014. Any expense for said training be paid by Respondent. If Respondent fails to satisfy condition, Respondent's certificate shall be atically suspended until Respondent completes the training.
2. Respondent shall undergo an anger management ent by a licensed clinical provider, as approved by Board, and shall provide written proof to the Board that he has complied with the assessment process and has ully completed all treatment recommendations or to comply with the treatment recommendations the probationary period. Any expense for the assessment, treatment, and/or written proof shall be paid by Respondent. If Respondent fails to satisfy this condition,

Agenda Book

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endations.
For the entirety of the probationary period, Respondent
shall neither be convicted of, nor enter a guilty or no
plea to any criminal charge(s) other than minor
violations. Failure to comply with this condition
result in Respondent's certificate being automatically
pending Board review and disposition.
4. Respondent shall submit a copy of his state and federal
criminal background check, by August 1st of each year of
probationary period. Any expense required to satisfy
condition shall be paid by Respondent. If Respondent
to satisfy this condition, Respondent's certificate shall
automatically suspended until Respondent provides the
appropriate written proof to the Board.
is aware that should he violate KRS 161.120 in
future, the Board shall initiate a new disciplinary action
seek additional sanctions.

Vote: *Unanimous*

1303179 (Stephen Quattrocchi)
Respondent's

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Accept Agreed Order retroactively suspending
certificate for a period of fifteen (15) days,
from August 1, 2013 to August 15, 2013. Respondent shall
mediately surrender the original and all copies of his
certificate, by personal delivery or first class mail, to the
Professional Standards Board, 100 Airport Road,
Floor, Frankfort, Kentucky 40601.
Upon acceptance of this agreement by the Board,
certificate shall be on probation for a period
one (1) year and subject to the following probationary

Respondent shall submit written proof to the Board that
has completed twelve (12) hours of professional ethics
as approved by the Board, by April 1, 2014. Any
expense required for said training shall be paid by
Respondent. If Respondent fails to satisfy this condition,
certificate shall be automatically suspended
until Respondent completes the required training and
the appropriate written proof to the Board.
2. During the probationary period, Respondent shall not
any disciplinary action from any school district in
he is employed. "Disciplinary action" is defined as
any suspension, termination, or public reprimand issued by
school district in the Commonwealth of Kentucky and

Agenda Book

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if requested, by either the tribunal and/or arbitration including any appeal therefrom. If Respondent to satisfy this condition, Respondent's certificate shall automatically suspended for a period of thirty (30) days subject to additional sanctions by the Board pursuant to 161.120.

is aware that should he violate KRS 161.120 in future, the Board shall initiate a new disciplinary action seek additional sanctions.

Vote: *Unanimous*

Recommended Orders

Case Number

Decision

07122568 (Matthew Randall)

Respondent's

Accept the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and Permanently Revoke certificate.

Vote: *Unanimous*

1203186 (Trira Guisse)

Respondent's

Accept the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and Permanently Revoke certificate.

Vote: *Unanimous*

Motion made by Ms. Sinclair-Curry, seconded by Mr. Kennedy, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:00 p.m.

Next Meeting: January 6, 2014

9:00 AM

EPSB Board Room

Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item B

Action Item

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

Applicable Statutes and Regulation

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

Applicable Goal

Goal 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."

EPSB staff requests approval to begin the procurement process and enter into the following proposed contracts. These contracts are issued for a two-year period coinciding with the biennial budget period.

Contract Position	Contract Period	Must be competitively bid?	Type of entity	Estimated 2 Year Contract Amount
2 – Attorneys / Legal	July 2012 – June 2014	Yes	Individual and/or law firm	\$104,500.00
Cooperating Teacher Program Assistant / Education Preparation	July 1, 2014 – June 30, 2016	Yes	Individual	\$66,000.00
Continuing Education Option Scorers	July 1, 2014 – June 30, 2016	Yes	Individual	\$45,000.00
Researcher / Executive Office	July 1, 2014 – June 30, 2016	No (University Contract)	University	\$54,500.00

Agenda Book

Contract Position	Contract Period	Must be competitively bid?	Type of entity	Estimated 2 Year Contract Amount
Contract total for two years:				\$270,000.00

- Impact on budget: The awarding of these contracts will be contingent upon funding that the EPSB receives as a result of the approved state budget during the 2014 legislative session.
- Singular vs. continuing service: Continuing Service

Alternative Actions

1. Authorize the executive director to issue an RFP and enter into all of the contracts awarded from that RFP.
2. Do not approve the issuance of the RFP and awarding of the contracts.
3. Authorize RFP and request further review of contract awards before completion.

Staff Recommendation

Alternative 1

Rationale

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

Contact Person:

Mr. Jimmy Adams
Deputy Executive Director
(502) 564-4606
E-mail: Jimmy.Adams@ky.gov

Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item C

Action Item:

Campbellsville University: Moderate and Severe Disabilities Grades P-12 (Master of Arts in Education, Rank I, and Certification Only)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program addition?

CAMPBELLSVILLE UNIVERSITY

9.0 CONTINUING EDUCATION

Moderate and Severe Disabilities P-12 (MAE, Rank I, and Certification Only)

Background:

This program proposal includes three options for certification in Moderate and Severe Disabilities (MSD). The certification-only route is for teachers already certified in Learning and Behavior Disorders (LBD) to add MSD certification through a blended online program that consists of seven (7) courses (21 hours). The Master of Arts in Special Education route is for teachers already certified in LBD to add MSD certification through a blended online program consisting of MSD courses (18 hours) and professional education courses (15 hours) which results in a master's degree and a teacher leader endorsement. The third route provides an option for teachers already certified in LBD to add MSD while completing a Master of Arts in School Improvement for their Rank I (15 hours in MSD and 15 hours of professional education).

The program options are designed to give candidates the opportunity to acquire knowledge, gain skills in identifying and assessing the needs of students, and plan instruction and assessments for students with moderate and severe disabilities and with autism spectrum disorders. In addition to the coursework a total of 104 hours of field experiences, working with students with moderate to severe disabilities and with autism, is required for the program. The program consists of three major assessments: 1) a case student that plans for post-secondary transitional needs, 2) a student-centered Individual Education Plan (IEP) based on assessment data administered and analyzed by the candidate, and 3) an alternate assessment project. Additional assessments are required for candidates pursuing the Master of Arts in Special Education: Teacher Leader and Master of Arts in School Improvement/Rank I.

Agenda Book

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 and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set by the EPSB. The supporting documents for this proposal (program review document which includes the executive summary and letter of support) are available on the secured website.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed Moderate and Severe Disabilities preparation program addition.
2. Do not approve the proposed Moderate and Severe Disabilities preparation program addition.

Recommendation:

Alternative 1

Rationale:

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

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

January 27, 2014

Agenda Book

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. 1021-1022h

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. 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 22. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee, and the Reading Committee.

(3) A recommendation made pursuant to subsection (2) of this section shall be presented to the full EPSB.

(4) Program approval decision options shall be:

(a) Approval, with the next review scheduled during the regular accreditation cycle unless a subsequent substantial revision is made;

(b) Approval with conditions, with a maximum of one (1) year probationary extension for correction of a specified problem to be documented through written materials or through an on-site visit. At the end of the extension, the EPSB shall decide that the documentation supports:

1. Approval; or

2. Denial of approval; or

(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality of preparation of school personnel.

(5) The EPSB shall order a review of a program if it has cause to believe that the quality of preparation is seriously jeopardized. The review shall be conducted under the criteria and procedures established in the EPSB "Emergency Review of Certification Programs Procedure" policy incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of Examiners team. The review shall result in a report to which the institution may respond. The review report and institutional response shall be used by the Executive Director of the EPSB as the basis for a recommendation to the full EPSB for:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

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

(b) A student who does not meet the criteria established in paragraph (a) of this subsection shall transfer to a state approved program in order to receive the certificate or advancement in rank.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item D

Action Item:

2013-14 Emergency Non-Certified School Personnel Program

Applicable Statutes and Regulation:

16 KAR 2:030, Section 3

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve adding Boone County to the 2013-14 Emergency Non-Certified School Personnel Program as recommended by staff?

Background:

Pursuant to 16 KAR 2:030, Section 3, a school district may submit a written application for participation in the Emergency Non-Certified School Personnel Program any time during the school year. Staff is recommending continuance in the program for Boone County for the 2013-14 school year.

Alternative Actions:

1. Approve staff recommendation to add Boone County
2. Modify and approve staff recommendation
3. Do not approve staff recommendation

Staff Recommendation:

Alternative 1

Rationale:

A year-end summary report has been submitted as required by 16 KAR 2:030 and the district has requested continuation in this program for 2013-14.

Contact Person:

Mr. John Fields, Director
Division of Certification
(502) 564-4606
E-mail: John.Fields@ky.gov

Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

To inform the EPSB about contracts that 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) (d) 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 following new contract was completed and signed by the executive director after approval was given by the board at the October 28, 2013, meeting.

Vendor Name	Services	Service Period	Contract Amount
Bonnie Marshall	Consultant	December 1, 2013 – June 30, 2014	\$33,075.68

Groups/Persons Consulted

N/A

Contact Person:

Mr. Jimmy Adams
Deputy Executive Director
502-564-4606
E-mail: Jimmy.Adams@ky.gov

Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Report on the year-to-date financial performance of the agency's programs and operations through December 31, 2013

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 state fiscal year begins July 1 and ends June 30. This mid-year report of expenditures through December 31, 2013, will be placed on the EPSB secure website as soon as it is completed after January 1, 2014, but prior to the board meeting on January 27, 2014.

Groups/Persons Consulted

None-All information was produced from information maintained in the eMARS financial system and analysis by Jimmy Adams.

Contact Person:

Mr. Jimmy Adams
Deputy Executive Director
502-564-4606
E-mail: Jimmy.Adams@ky.gov

Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

A report on the progress of the EPSB Strategic Plan

Applicable Statutes and Regulation:

KRS 161.017 (1) (a), (d)

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 board directed the executive director to work with a committee to develop a strategic plan for the Education Professional Standards Board. The committee met three (3) times prior to this board meeting to develop the strategic plan that has been placed under separate cover.

Groups/Persons Consulted

- Strategic Planning Committee: Cassandra Webb; Robert Brown; Bradley Bielski; Terry Holliday; and Bob King represented by John DeAtley.
- Two additional board members were in attendance: Laura Schneider and Mary John O'Hair.
- The EPSB division directors also attended meetings and assisted in the development of the plan.

Contact Person:

Mr. Jimmy Adams
Deputy Executive Director
502-564-4606
E-mail: Jimmy.Adams@ky.gov

Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

Notice of Intent to Amend 16 KAR 2:010. Kentucky teaching certificates

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.030
KRS 161.120
16 KAR 2:010

Applicable Goal:

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

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

Background:

In January 2013, the Board approved the charter for the Committee to Ensure an Ethical Educator Workforce (CEEEW) to conduct a self-audit of current disciplinary procedures. The ten (10) person committee included board members as representatives of the Kentucky Education Association (KEA), the Kentucky Association of School Administrators (KASA), and the Kentucky Association of School Superintendents (KASS). At the September 2013 meeting, the Board adopted three (3) final recommendations made by CEEEW:

- Initial certification background check (self-financed)
- Adoption of draft character and fitness form that was presented to the Board
- Proceed with the pilot development of an online complaint process and include a superintendent complaint form on EPSB website

To begin implementation of the recommendations for initial certification background checks and adoption of the new character and fitness forms, several certification regulations must be amended.

16 KAR 2:010 is the primary regulation for certification and is the regulation of origin for the incorporation by reference of the initial application for certification form TC-1. The proposed amendment to 16 KAR 2:010 includes the adoption of the new initial certification form, CA-1 (for "Certification Application – 1"). All new proposed certification forms have the "CA" designation to ensure a smooth transition from the prior forms to the newly designed forms. The proposed CA-1 form contains the newly adopted character and fitness questionnaire, as well as a new format that, hopefully, will be more user friendly. This regulation also contains the form TC-HQ which will be replaced by the CA-HQ. The amendment provides for the current application process to remain in effect until December 31, 2014, and then beginning January 1, 2015, any applicant will need to use the CA-1 and complete a state and federal criminal background check.

Agenda Book

For efficiency and economy, the regulation adopts the fingerprint background process described in KRS 160.380 that all student teachers in Kentucky must complete in order to do their student teaching. The background checks must be performed within six (6) months of application; therefore, recent graduates who have just completed their student teaching semester will only have to pay for the state and federal criminal background check once. The educator preparation program (EPP) will need to submit the state and federal criminal background check with the CA-1 beginning January 1, 2015, or ensure that the applicants understand they need to keep a copy of the criminal background checks for submitting to the EPSB.

Other proposed amendments in the regulation were made to ensure consistent phraseology.

Groups/Person's Consulted

Committee to Ensure an Ethical Educator Workforce

Contact Person:

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Division of Legal Service
(502) 564-4606
Email: Alicia.Sneed@ky.gov

Date:

January 27, 2014

1 **16 KAR 2:010. Kentucky teaching certificates.**

2 RELATES TO: KRS 158.6451, 160.380, 161.020, 161.028(1), 161.030

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

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the
5 Education Professional Standards Board to establish the standards for obtaining and maintaining
6 a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the
7 preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the
8 board to issue and renew any certificate. This administrative regulation establishes the Kentucky
9 certification to be issued for teaching positions.

10 Section 1. Definitions. (1) "Approved program of preparation" means a program which
11 has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a
12 specific certification or which has been approved for certification by the state education agency
13 of another state.

14 (2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030
15 and established in 16 KAR 6:010.

16 (3) "Base certificate" means a stand-alone license to teach which encompasses
17 authorization to teach introductory and interdisciplinary courses in related fields.

18 (4) "Beginning teacher internship" means one (1) year of supervision, assistance, and
19 assessment required by KRS 161.030 and established in 16 KAR 7:010.

20 (5) "Certificate endorsement" means an addition to a base or restricted base certificate,
21 which is limited in scope and awarded on the basis of completion of an endorsement program or
22 a combination of educational requirements, assessments, and experience as outlined in Section 5
23 of this administrative regulation.

Agenda Book

1 (6) "Certificate extension" means an additional base or restricted base certificate in a
2 content area or grade range.

3 (7) "Kentucky teacher standards" means the standards established in 16 KAR 1:010 that
4 identify what a Kentucky teacher shall know and be able to do.

5 (8) "Major" means an academic area of concentration consisting of at least thirty (30)
6 hours of coursework.

7 (9) "Professional teaching certificate" means the document issued to:

8 (a) An individual upon successful completion of the beginning teacher internship; or

9 (b) An applicant for whom the testing and internship requirement is waived under KRS
10 161.030 based on preparation and experience completed outside Kentucky.

11 (10) "Provisional teaching certificate" means the document issued to an individual for the
12 duration of the beginning teacher internship program.

13 (11) "Restricted base certificate" means a stand-alone license to teach in a specific subject
14 area of certification which is the only subject area that can be taught under this limited
15 certificate.

16 (12) "Statement of eligibility" means the document issued to an applicant upon
17 completion of an approved program of preparation and successful completion of the assessments.

18 Section 2. Certificate Issuance. (1) (a) Until December 31, 2014, a [A]-statement of
19 eligibility for a provisional teaching certificate shall be issued to an applicant who has submitted
20 a completed TC-1 application form and has successfully completed:

21 1.a.-(a)1.] At least a bachelor's degree with:

22 1. [a.] A cumulative grade point average of 2.50 on a 4.0 scale; or

Agenda Book

1 ii. ~~[(b)]~~ A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
2 completed, including undergraduate and graduate coursework; or

3 b. ~~[2.]~~ As required by Section 4(2)(g)6 of this administrative regulation, a master's degree
4 with:

5 i. ~~[a.]~~ A cumulative grade point average of 2.50 on a 4.0 scale; or

6 ii. ~~[(b)]~~ A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
7 completed, including undergraduate and graduate coursework;

8 2. ~~[(b)]~~ An approved program of preparation; and

9 3. ~~[(e)]~~ The assessments corresponding to the certificate identified in Section 4 of this
10 administrative regulation for which application is being made.

11 **(b) Beginning January 1, 2015, a statement of eligibility for a provisional teaching**
12 **certificate shall be issued to an applicant who has submitted a completed CA-1 application form**
13 **and has successfully completed:**

14 **1. a. At least a bachelor's degree with:**

15 **i. A cumulative grade point average of 2.50 on a 4.0 scale; or**

16 **ii. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit**
17 **completed, including undergraduate and graduate coursework; or**

18 **b. As required by Section 4(2)(g)6 of this administrative regulation, a master's degree**
19 **with:**

20 **i. A cumulative grade point average of 2.50 on a 4.0 scale; or**

21 **ii. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit**
22 **completed, including undergraduate and graduate coursework;**

23 **(2) An approved program of preparation;**

1 (3) The assessments corresponding to the certificate identified in Section 4 of this
2 administrative regulation for which application is being made; and

3 (4) A national and state criminal background check performed in accordance with KRS
4 160.380(5)(c) within six (6) months of the date of application.

5 (2) Upon confirmation of employment in an assignment for the grade level and
6 specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate
7 shall be issued for the duration of the beginning teacher internship established under KRS
8 161.030.

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

11 Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require
12 completion of a fifth-year approved program of preparation which is consistent with:

13 (a) The Kentucky teacher standards established in 16 KAR 1:010; or

14 (b) The standards adopted by the Education Professional Standards Board for a particular
15 professional education specialty and established in an applicable administrative regulation in
16 KAR Title 16.

17 (2) The first five (5) year renewal shall require:

18 (a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable
19 to the fifth-year approved program of preparation established in 16 KAR 8:020 by September 1
20 of the year of expiration of the certificate; or

21 (b) Completion of the required components of the continuing education option for initial
22 certificate renewal as established in 16 KAR 8:030.

23 (3) The second five (5) year renewal shall require:

1 (a) Completion of the fifth-year approved program of preparation established in 16 KAR
2 8:020 by September 1 of the year of expiration of the certificate; or

3 (b) Successful completion of the continuing education option as established in 16 KAR
4 8:030.

5 (4) Each subsequent five (5) year renewal shall require completion of the renewal
6 requirements established in 16 KAR 4:060.

7 Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate
8 shall be based on:

9 (a) The Kentucky teacher standards established in 16 KAR 1:010;

10 (b) The accreditation and program approval standards established in 16 KAR 5:010,
11 including the content standards of the relevant national specialty program associations; and

12 (c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the
13 student academic expectations established in 703 KAR 4:060.

14 (2) A base certificate shall be issued specifying one (1) or more of the following grade
15 level and specialization authorizations:

16 (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR
17 2:040;

18 (b) Elementary school: primary through grade 5 to include preparation in the academic
19 disciplines taught in the elementary school.

20 1. The elementary certificate shall be valid for teaching grade 6 if grade 6 is taught in a
21 self-contained classroom or in a school organization in which grade 6 is housed with grade 5 in
22 the same building.

1 2. A candidate for the elementary certificate may simultaneously prepare for certification
2 for teaching exceptional children.

3 (c)1. Middle school option 1: grades 5 through 9 with the equivalent of one (1) major to
4 be selected from:

5 a. English and communications;

6 b. Mathematics;

7 c. Science; or

8 d. Social studies;

9 2. Middle school option 2: grades 5 through 9 with two (2) middle school teaching fields
10 to be selected from:

11 a. English and communications;

12 b. Mathematics;

13 c. Science; or

14 d. Social studies;

15 3. The grades 5 through 9 mathematics certificate shall be valid for teaching Algebra I
16 grades 10 and 11;

17 4. A candidate who chooses to simultaneously prepare for teaching in the middle school
18 and for an additional base or restricted base certificate issued under this subsection or subsection
19 (3) of this section, including certification for teaching exceptional children, shall be required to
20 complete one (1) middle school teaching field;

21 (d) Secondary school: grades 8 through 12 with one (1) or more of the following majors:

22 1. English;

23 2. Mathematics;

1 3. Social studies;

2 4. Biology;

3 5. Chemistry;

4 6. Physics; or

5 7. Earth science;

6 (e) Grades 5 through 12 with one (1) or more of the following majors:

7 1. Agriculture;

8 2. Business and marketing education;

9 3. Family and consumer science;

10 4. Industrial education; or

11 5. Engineering and technology;

12 (f) All grade levels with one (1) or more of the following specialties:

13 1. Art;

14 2. A foreign language;

15 3. Health;

16 4. Physical education;

17 5. Integrated music;

18 6. Vocal music;

19 7. Instrumental music; or

20 8. School media librarian; or

21 (g) Grades primary through 12 for teaching exceptional children and for collabo rating

22 with teachers to design and deliver program s for preprimary children, for one (1) or more of the

23 following disabilities:

Agenda Book

- 1 1. Learning and behavior disorders;
- 2 2. Moderate and severe disabilities;
- 3 3. Hearing impaired;
- 4 4. Hearing impaired with sign proficiency;
- 5 5. Visually impaired;
- 6 6. Communication disorders, valid at all grade levels for the instruction of exceptional
7 children and youth with communication disorders, which shall require a master's degree in
8 communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or
- 9 7. Communication disorders - SLPA only, valid at all grade levels for the instruction of
10 exceptional children and youth with communication disorders, which shall require a
11 baccalaureate degree in communication or speech language pathology, in accordance with 16
12 KAR 2:050, Section 3.
- 13 (3) A restricted base certificate shall be issued specifying one (1) or more of the
14 following grade level and specialization authorizations:
 - 15 (a) Psychology, grades 8-12;
 - 16 (b) Sociology, grades 8 through 12;
 - 17 (c) Journalism, grades 8 through 12;
 - 18 (d) Speech/media communications, grades 8-12;
 - 19 (e) Theater, primary through grade 12;
 - 20 (f) Dance, primary through grade 12;
 - 21 (g) Computer information systems, primary through grade 12; or
 - 22 (h) English as a second language, primary through grade 12.

Agenda Book

1 (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall
2 be issued specifying one (1) or more of the following grade level and specialization
3 authorizations:

4 (a) Computer science, grades 8-12;

5 (b) English as second language, primary through grade 12;

6 (c) Gifted education, primary through grade 12;

7 (d) Driver education, grades 8-12;

8 (e) Literacy specialist, primary through grade 12;

9 (f) Reading, primary through grade 12;

10 (g) Instructional computer technology, primary through grade 12;

11 (h) Teacher Leader, all grades;

12 (i) Other instructional services - school safety, primary through grade 12;

13 (j) Other instructional services - environmental education, primary through grade 12;

14 (k) Other instructional services - elementary mathematics specialist, primary through
15 grade 5;

16 (l) Learning and behavior disorders, grades 8 through 12. This endorsement shall be
17 issued:

18 1. Following completion of the requirements of Section 5(2) of this administrative
19 regulation; and

20 2. Only to candidates with preparation and certification for a base or restricted base
21 certificate for the secondary grades 8-12; or

22 (m) American Sign Language, primary through grade 12.

1 Section 5. Additional Certification. (1) A certificate extension may be issued for any base
2 or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation
3 and shall require:

4 (a) A valid base or restricted base certificate, including a statement of eligibility;

5 (b) Successful completion of the applicable assessments; and

6 (c) Recommendation from an approved preparation program upon demonstration of
7 competency in the relevant teaching methodology verified via coursework, field experience,
8 portfolio, or other proficiency evaluation.

9 (2) A certificate endorsement may be issued for any area listed in Section 4(4) of this
10 administrative regulation and shall require:

11 (a) A valid base or restricted base certificate, including a statement of eligibility;

12 (b) Successful completion of the applicable assessments; and

13 (c) Recommendation from an approved preparation program.

14 (3)(a) A professionally-certified teacher may add a certificate endorsement or extension if
15 the teacher meets the requirements established in paragraph (b) of this subsection.

16 (b) A certificate extension or certificate endorsement shall be issued if an educator
17 submits a completed TC-HQ application and:

18 1. Holds a valid Kentucky professional teaching certificate;

19 2. Submits proof that the educator has:

20 a. Current employment in a certified position;

21 b. A bona fide offer of employment in a certified position in a Kentucky public school; or

22 c. Approval of the local district superintendent;

23 3. Successfully completed the applicable content assessments; and

1 4. Has either:
2 a. A declared major in the area of certification being sought; or
3 b. A combination of education, experience, professional development, awards and
4 achievements in the area of certification being sought sufficient to demonstrate subject matter
5 competency as evidenced by a score of ninety (90) points on the index contained within the
6 application form, TC-HQ.

7 i. Points shall be granted only for experience, professional development, awards or
8 achievements earned relative to the specific content area, student population taught, and grade
9 range served.

10 ii. Coursework shall be validated on the application by a Kentucky college or university
11 approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

12 iii. Successful completion of the appropriate content assessment or assessments for the
13 certificate area being added shall count for forty-five (45) points.

14 (4) If a teacher currently holds a professional certificate in the secondary grades 8-12, and
15 applies for a certificate extension or endorsement in the same content area for middle school
16 grades 5-9, the teacher shall not be required to complete the content assessment.

17 (5) A certificate extension or endorsement issued under the requirements established in
18 subsection (3)(b) of this section shall be permitted in the areas of English, mathematics, sciences,
19 foreign languages, or social studies. Health and physical education areas shall be added only if
20 the teacher holds the correlative certificate.

21 Section 6. A candidate pursuing certification via an alternative route to certification shall
22 receive the same certificates delineated in Section 4 of this administrative regulation following
23 completion of the appropriate requirements specific to each alternative route.

Agenda Book

1 Section 7. (1) Until December 31, 2014, application for certification or additional
2 certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16
3 KAR 4:040; and

4 (2) Beginning January 1, 2015, application for certification or additional certification shall
5 be made on Form CA-1 and shall be accompanied by the fees required by 16 KAR 4:040.

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

- 8 (a) "Form CA-1", 03/2014;
9 (b) "Form TC-1", 10/05; and
10 (c) ~~(b)~~ "Form TC-HQ", 10/2009.

11 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
12 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
13 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item E

Information Item:

Notice of Intent to Amend 16 KAR 4:060. Certificate renewals and successful teaching experience

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.030
KRS 161.120
16 KAR 2:010

Applicable Goal:

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

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

Background:

In January 2013, the Board approved the charter for the Committee to Ensure an Ethical Educator Workforce (CEEEW) to conduct a self-audit of current disciplinary procedures. The ten (10) person committee included board members as representatives of the Kentucky Education Association (KEA), the Kentucky Association of School Administrators (KASA), and the Kentucky Association of School Superintendents (KASS). At the September 2013 meeting, the Board adopted three (3) final recommendations made by CEEEW:

- Initial certification background check (self-financed)
- Adoption of draft character and fitness form that was presented to the Board
- Proceed with the pilot development of an online complaint process and include superintendent complaint form on our website

To begin implementation of the recommendations for initial certification background checks and adoption of the new character and fitness forms, several certification regulations must be amended.

16 KAR 4:060 is the regulation that encapsulates the certification renewal process. The proposed amendment adopts the newly designed CA-2. The amendment provides for the current application process to remain in effect until December 31, 2014, and then beginning January 1, 2015, any applicant for renewal will need to use the CA-2.

The next significant proposed amendment to this regulation is the removal of the word “successful” from the phrase “successful teaching experience”. The word “successful” has never been defined in the regulation; therefore, school superintendents have traditionally used the plain meaning of the word to determine whether the applicant’s teaching experience was “successful”. Since the regulation has never contained a measurable value for “successful”, superintendents had to use their personal judgment as to whether the individual was “successful” and that has led

Agenda Book

to several issues where the applicant and his or her former superintendent disagreed as to whether the applicant's prior teaching experience was "successful". Since there is not a measurable value for the staff to use in independently assessing whether teaching experience was "successful", staff requested proof be submitted that the educator worked for three (3) years in accordance with Section 2 of the regulation. Staff is recommending that the term "successful" be removed to ensure all educators are treated the same until such a time the Board adopts an objective measure to determine whether teaching experience is "successful".

Any other proposed amendments in the regulation were made to update the regulation to comply with the drafting requirements of KRS Chapter 13A.

Contact Person:

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Date:

January 27, 2014

1 **16 KAR 4:060. Certificate renewals and ~~successful~~ teaching experience.**

2
3 RELATES TO: KRS 161.020, 161.028, 161.030

4 STATUTORY AUTHORITY: KRS 161.028, 161.030

5 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030

6 require that a teacher and other professional school personnel hold a certificate of legal
7 qualification for his or her respective position to be issued upon completion of a program of
8 preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides
9 that the validity and terms for the renewal of a certificate shall be determined by the laws and
10 administrative regulations in effect at the time the certificate was issued. This administrative
11 regulation establishes certificate renewal provisions and the requirements for successful teaching
12 experience for certificate issuance and renewal.

13 Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the
14 completion of additional academic course work in lieu of teaching experience, the credits shall
15 be selected from the Planned Fifth-Year Program.

16 (2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a
17 duration period of five (5) years, with provision for subsequent five (5) year renewals.

18 (3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the
19 completion of:

20 1. Three (3) years of successful teaching experience as established in Section 2 of this
21 administrative regulation; or

22 2. At least six (6) semester hours of credit or the equivalent in professional development
23 defined in 16 KAR 8:020.

1 (b) The requirements of this subsection shall apply to teachers who have completed the
2 Fifth Year Program renewal requirements established in 16 KAR 8: 020 and 16 KAR 2:010,
3 Section 3.

4 (4) The renewal requirements shall be completed by September 1 of the year of
5 expiration of the certificate.

6 (5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one
7 (1) year period immediately following the expiration date if:

8 1. a. Until December 31, 2014, an [An] application for the extension is submitted using
9 Form TC-2; or

10 b. Beginning January 1, 2015, an application for the extension is submitted using Form
11 CA-2;

12 2. The certificate holder has completed at least one-third (1/3) of the renewal
13 requirements; and

14 3. The extension is recommended by the employing school superintendent.

15 (b) If the requirements of paragraph (a) of this subsection are met, the remainder of the
16 renewal requirements shall be completed within the one (1) year period of reinstatement.

17 (6)(a) Experience in the armed forces of the United States of America shall be accepted
18 toward the renewal of a teaching certificate in lieu of required teaching experience as established
19 in Section 2 of this administrative regulation, if the applicant held a valid certificate prior to
20 entering military service.

21 (b) The validity period of a certificate held by a person at the time of entry into the armed
22 forces of the United States of America shall be extended for the same period of time for which it
23 was valid at the time of entry, beginning from the date of discharge.

Agenda Book

1 (7) For a certificate requiring teaching experience for renewal, experience as a substitute
2 teacher shall be accepted in lieu of required teaching experience as established in Section 2 of
3 this administrative regulation if the holder of the certificate:

4 (a) Was employed officially by the local board of education;

5 (b) Was paid through the board of education; and

6 (c) Substituted in his certification area no less than thirty (30) teaching days per semester.

7 (8) Work experience at the Education Professional Standards Board, Kentucky
8 Department of Education, or other state or federal educational agency with oversight for
9 elementary and secondary education shall be accepted toward the renewal of a teaching
10 certificate in lieu of teaching experience as established in Section 2 of this administrative
11 regulation.

12 (9) Teaching experience at a regionally- or nationally-accredited institution of higher
13 education in the academic subject area for which the teacher holds certification shall be accepted
14 toward the renewal of a teaching certificate in lieu of teaching experience as established in
15 Section 2 of this administrative regulation.

16 (10) (a) Until December 31, 2014, application for certification renewal shall be made on
17 Form TC-2; or

18 (b) Beginning January 1, 2015, application for certification renewal shall be made on
19 Form CA-2.

20 Section 2. ~~Successful~~ Teaching Experience for Certificate Issuance and Renewal. (1)
21 ~~Successful~~ Teaching experience shall be in a position directly corresponding to the type of
22 teaching certificate for which the application is being made.

Agenda Book

1 (2) A full year of experience shall include at least 140 teaching days of employment
2 performed within the academic year.

3 (3) A half year of experience shall include at least seventy (70) teaching days of
4 employment performed within an academic semester.

5 (4) The experience shall include employment on at least a half-time basis as defined in 16
6 KAR 7:010.

7 (5) The experience may include employment in either a public school or a regionally- or
8 nationally-accredited nonpublic school.

9 (6) Experience as a home school teacher shall not be accepted as successful teaching
10 experience.

11 (7) (a) Until December 31, 2014, the superintendent of the employing district or chief
12 school officer of the employing nonpublic school shall verify successful teaching experience on
13 the certification application, Form TC-1, which is incorporated by reference in 16 KAR 2:010,
14 for initial certification or Form TC-2 for certificate renewal; and

15 (b) Beginning January 1, 2015, the superintendent of the employing district or chief
16 school officer of the employing nonpublic school shall verify successful teaching experience on
17 the Form CA-1, which is incorporated by reference in 16 KAR 2:010, for initial certification or
18 Form CA-2 for certificate renewal.

19 Section 3. Incorporation by Reference. (1) The following material is incorporated by
20 reference:

21 (a) "Form CA-2", 03/2014;

22 (b) "Form TC-2", rev.10/03, ~~is incorporated by reference.~~

1 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
2 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
3 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

4

DRAFT

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Information/Discussion Item F

Information Item:

Update Speech Language Pathology Master's Degree Programs.

Applicable Statutes and Regulation:

KRS 161.028

KRS 161.053

16 KAR 2:050

16 KAR 5:020

Applicable Goal:

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

Background:

At the October 28, 2013 Board meeting, the board granted a waiver to the Speech Language Pathology Master's Degree programs at the University of Kentucky, the University of Louisville, Murray State University, and Western Kentucky University which allows the four institutions to place candidates in student teaching this semester without 200 hours of prior field experience in P-12 school settings as required by recent amendments to 16 KAR 5:020.

Staff is meeting with a group of district human resource personnel and special education directors to assess the needs of the school district with regard to this issue. Staff has also made contact with the Board of Speech Language and Audiology (BSLA) chairperson to request to request the BSLA's assistance in resolving the issues the four programs presented in their joint waiver. Due to winter weather and the holidays, staff was unable to consult with these groups prior to the January board meeting.

Once the staff has met with district personnel, a meeting will be held with all four of the programs who requested the waiver and Eastern Kentucky University's program representative.

Contact Person:

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Date:

January 27, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Lindsey Wilson College: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant first NCATE/state accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at Lindsey Wilson College?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Lindsey Wilson College on February 10 – 13, 2013. The joint BOE team found all standards were met with four areas for improvement. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its December 17, 2013, meeting the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the Institutional Report, the Off-Site BOE Report, the IR Addendum, and the On-Site BOE Report. The BOE team identified four areas for improvement. NCATE added an area for improvement in Standard 2 and reworded the areas for improvement in Standards 3, 4, and 6.

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

New

Standard 2: Assessment System and Unit Evaluation

(Initial and Advanced) The unit has not taken effective steps to ensure consistency of assessment results across multiple raters and evaluations.

NCATE Addition: (Initial and Advanced) The unit has not taken effective steps to eliminate bias in assessments.

Standard 3: Field Experiences and Clinical Practice

(Advanced) The unit does not ensure that all advanced candidates participate in field experiences that include students from diverse groups.

NCATE Wording: (Advanced) The unit does not ensure that all candidates in advanced programs participate in field experiences that include students from diverse groups.

Standard 4: Diversity

(Initial) Initial candidates have limited opportunities to interact with racially and ethnically diverse candidates.

NCATE Wording: (Initial) Candidates in initial programs have limited opportunities to interact with racially and ethnically diverse candidates.

Standard 6: Unit Governance and Resources

(Initial and Advanced) The unit does not have sufficient support for the unit's assessment processes.

NCATE Wording: (Initial and Advanced) The unit does not have sufficient technology, personnel, and resources for the unit's assessment processes.

The AAC voted to agree with the findings of the BOE team as cited in the BOE Report. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts the areas for improvement as identified by the BOE team and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL AND ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Lindsey Wilson College.

Groups/Persons Consulted

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

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for Lindsey Wilson College.
2. Modify the AAC recommendation and grant PROVISIONAL ACCREDITATION for Lindsey Wilson College.
3. Do not accept the AAC recommendation and DENY ACCREDITATION for Lindsey Wilson College.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Date:

January 27, 2014

Agenda Book

Agenda Book

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. 1021-1022h

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. 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 19. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

(a) One (1) lay member;

(b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky Education Association;

(c) Two (2) teacher education representatives, one (1) from a state-supported institution and one (1) from an independent educator preparation institution, appointed from nominees provided by the Kentucky Association of Colleges for Teacher Education; and

(d) Two (2) school administrators appointed from nominees provided by the Kentucky Association of School Administrators.

(2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Committee to serve as its chairperson.

(3) An appointment shall be for a period of four (4) years except that three (3) of the initial appointments shall be for a two (2) year term. A member may serve an additional term if renominated and reappointed in the manner established for membership. A vacancy shall be filled as it occurs in a manner consistent with the provisions for initial appointment.

(4) A member of the Accreditation Audit Committee shall be trained by NCATE or in NCATE-approved training.

(5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review the reports and materials constituting an institutional self-study, the report of the evaluation team, and the institutional response to the evaluation report. The committee shall then prepare a recommendation for consideration by the EPSB.

(a) The committee shall review procedures of the Board of Examiners to determine whether approved accreditation guidelines were followed.

(b) For each institution, the committee shall make a recommendation with respect to the accreditation of the institutional unit for educator preparation as well as for approval of the individual programs of preparation.

(c) For first accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Provisional accreditation;

3. Denial of accreditation; or

4. Revocation of accreditation.

(d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

(6) For both first and continuing accreditation, the Accreditation Audit Committee shall review each program report including a report from the Reading Committee, Board of Examiners team, and institutional response and shall make one (1) of three (3) recommendations for each individual preparation program to the EPSB:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval.

(7) The Board of Examiners Team Chair may write a separate response to the recommendation of the Accreditation Audit Committee's if the Accreditation Audit Committee decision differs from the Board of Examiners' evaluation report.

(8) The Accreditation Audit Committee shall compile accreditation data and information for each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports and recommendations regarding accreditation standards and procedures as needed to improve the accreditation process and the preparation of school personnel.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

Boyce College: Accreditation of the Educator Preparation Unit and Approval of Program

Applicable Statute or Regulation:

KRS 161.028

16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant first state accreditation to the Educator Preparation Unit and approve the initial level preparation program at Boyce College?

Background:

A state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Boyce College on April 14 – 17, 2013. The BOE team found two standards were not met and four standards were met. The areas for improvement identified across all the standards are listed below. At its December 17, 2013, meeting the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the Institutional Report, the BOE Report, and the BOE Report Rejoinder. There were sixteen areas for improvement across all the standards cited by the BOE team and a recommendation that Standards 2 and 4 were not met, while Standards 1, 3, 5, and 6 were met. The AAC did not agree with the findings of the BOE team that all standards were met. In addition to Standard 2 and 4, the AAC recommends that Standard 3 is not met based on the following rationale: The unit and its school partners do not effectively design, implement, and evaluate dispositions, field experiences, and clinical practice.

In addition to the review of the standards, the AAC reviewed each area for improvement cited in the BOE Report.

Standards Not Met

Standard 2: Assessment System and Unit Evaluation

1. Although the program collects candidate data, it does not formally analyze and aggregate assessment data for program improvement.
2. The unit is not following its stated procedure for documenting candidate complaints and resolutions.
3. There is inconsistent evidence to support the use of data from the assessment system to make program improvements.

Standard 3: Field Experiences and Clinical Practice

1. The unit's school partners do not participate in the design of field experiences.
2. Disposition assessments used by school partners and college supervisors are not aligned to clearly reflect the dispositions identified in the unit's conceptual framework.
3. The process for unit faculty and school partners to measure the candidates' dispositions is not clear, nor is it consistently applied.
4. There is lack of documentation to demonstrate the peer review process, as identified in the Institutional Report, is occurring.

Standard 4: Diversity

1. Diversity proficiencies identified by the unit are not assessed.
2. Due to lack of data, there is no feedback to candidates regarding the diversity proficiencies.
3. The unit has not demonstrated good-faith efforts to recruit and maintain professional education faculty members from diverse ethnic/racial groups.
4. The unit does not ensure that all candidates have opportunities to interact with ethnically/racially diverse faculty members.
5. The unit has not demonstrated good-faith efforts to increase or maintain a pool of diverse candidates.

Standards Met with Areas for Improvement

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1. There is no evidence to support candidates' familiarity with the unit's identified professional dispositions.

Standard 5: Faculty Qualifications, Performance, and Development

1. The faculty evaluation system is not comprehensive enough to address improvement of faculty performance or to direct specific professional development needs.
2. Not all of the professional education faculty have a thorough understanding of the pedagogical content knowledge necessary for P-5 teacher preparation.

Standard 6: Unit Governance and Resources

1. Faculty teaching load exceeds 12 hours per semester for undergraduate courses which limits opportunities for faculty to support program goals and continuous assessment.

The AAC voted to agree with the areas of improvement of the BOE team as cited in the BOE Report. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts the areas for improvement as identified by the BOE team and recommends: (1) DENIAL OF ACCREDITATION and (2) DENIAL OF APPROVAL OF THE INITIAL LEVEL EDUCATOR PREPARATION PROGRAM at Boyce College.

Groups/Persons Consulted

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

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and stipulate DENIAL OF ACCREDITATION for Boyce College.
2. Modify the AAC recommendation and grant PROVISIONAL ACCREDITATION for Boyce College.
3. Do not accept the AAC recommendation and grant ACCREDITATION for Boyce College.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

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January 27, 2014

Agenda Book

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. 1021-1022h

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. 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 19. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

- (a) One (1) lay member;
 - (b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky Education Association;
 - (c) Two (2) teacher education representatives, one (1) from a state-supported institution and one (1) from an independent educator preparation institution, appointed from nominees provided by the Kentucky Association of Colleges for Teacher Education; and
 - (d) Two (2) school administrators appointed from nominees provided by the Kentucky Association of School Administrators.
- (2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Committee to serve as its chairperson.
- (3) An appointment shall be for a period of four (4) years except that three (3) of the initial appointments shall be for a two (2) year term. A member may serve an additional term if renominated and reappointed in the manner established for membership. A vacancy shall be filled as it occurs in a manner consistent with the provisions for initial appointment.
- (4) A member of the Accreditation Audit Committee shall be trained by NCATE or in NCATE-approved training.
- (5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review the reports and materials constituting an institutional self-study, the report of the evaluation team, and the institutional response to the evaluation report. The committee shall then prepare a recommendation for consideration by the EPSB.
- (a) The committee shall review procedures of the Board of Examiners to determine whether approved accreditation guidelines were followed.
 - (b) For each institution, the committee shall make a recommendation with respect to the accreditation of the institutional unit for educator preparation as well as for approval of the individual programs of preparation.
 - (c) For first accreditation, one (1) of four (4) recommendations shall be made:
 1. Accreditation;
 2. Provisional accreditation;
 3. Denial of accreditation; or
 4. Revocation of accreditation.
 - (d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:
 1. Accreditation;
 2. Accreditation with conditions;
 3. Accreditation with probation; or
 4. Revocation of accreditation.
 - (6) For both first and continuing accreditation, the Accreditation Audit Committee shall review each program report including a report from the Reading Committee, Board of Examiners team, and institutional response and shall make one (1) of three (3) recommendations for each individual preparation program to the EPSB:
 - (a) Approval;
 - (b) Approval with conditions; or
 - (c) Denial of approval.
 - (7) The Board of Examiners Team Chair may write a separate response to the recommendation of the Accreditation Audit Committee's if the Accreditation Audit Committee decision differs from the Board of Examiners' evaluation report.
 - (8) The Accreditation Audit Committee shall compile accreditation data and information for each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports and recommendations regarding accreditation standards and procedures as needed to improve the accreditation process and the preparation of school personnel.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Alice Lloyd College: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028

16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant continuing state accreditation to the Educator Preparation Unit and approve the initial level preparation programs at Alice Lloyd College?

Background:

A state Board of Examiners (BOE) team conducted the evaluation of the Educator Preparation Unit at Alice Lloyd College on March 17 – 20, 2013. The BOE team found all standards were met with one corrected area for improvement, no continued areas for improvement, and four new areas for improvement. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its December 17, 2013, meeting the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the Institutional Report, the BOE Report, and the BOE Report Rejoinder.

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

Corrected

Standard 2: Assessment System and Unit Evaluation

Not all data are aggregated, summarized, evaluated, and regularly distributed to decision-making bodies.

New

Standard 3: Field Experiences and Clinical Practice

The unit does not provide a systematic method for monitoring and assessing field placements and experiences.

Field experiences and clinical practice do not include sufficient opportunities to work with P-12 students from diverse populations.

Standard 4: Diversity

Candidates have limited/no opportunity to interact with diverse candidates.

The unit does not ensure that all candidates have field experiences with P-12 students from diverse racial/ethnic groups.

The AAC voted to agree with the findings of the BOE team as cited in the BOE Report. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts the areas for improvement as identified by the BOE team and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL LEVEL EDUCATOR PREPARATION PROGRAMS at Alice Lloyd College.

Groups/Persons Consulted

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

Alternative Actions:

Issue One: Unit Accreditation

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

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Date:

January 27, 2014

Agenda Book

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. 1021-1022h

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. 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 19. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

(a) One (1) lay member;

(b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky Education Association;

(c) Two (2) teacher education representatives, one (1) from a state-supported institution and one (1) from an independent educator preparation institution, appointed from nominees provided by the Kentucky Association of Colleges for Teacher Education; and

(d) Two (2) school administrators appointed from nominees provided by the Kentucky Association of School Administrators.

(2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Committee to serve as its chairperson.

(3) An appointment shall be for a period of four (4) years except that three (3) of the initial appointments shall be for a two (2) year term. A member may serve an additional term if renominated and reappointed in the manner established for membership. A vacancy shall be filled as it occurs in a manner consistent with the provisions for initial appointment.

(4) A member of the Accreditation Audit Committee shall be trained by NCATE or in NCATE-approved training.

(5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review the reports and materials constituting an institutional self-study, the report of the evaluation team, and the institutional response to the evaluation report. The committee shall then prepare a recommendation for consideration by the EPSB.

(a) The committee shall review procedures of the Board of Examiners to determine whether approved accreditation guidelines were followed.

(b) For each institution, the committee shall make a recommendation with respect to the accreditation of the institutional unit for educator preparation as well as for approval of the individual programs of preparation.

(c) For first accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Provisional accreditation;

3. Denial of accreditation; or

4. Revocation of accreditation.

(d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

(6) For both first and continuing accreditation, the Accreditation Audit Committee shall review each program report including a report from the Reading Committee, Board of Examiners team, and institutional response and shall make one (1) of three (3) recommendations for each individual preparation program to the EPSB:

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval.

(7) The Board of Examiners Team Chair may write a separate response to the recommendation of the Accreditation Audit Committee's if the Accreditation Audit Committee decision differs from the Board of Examiners' evaluation report.

(8) The Accreditation Audit Committee shall compile accreditation data and information for each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports and recommendations regarding accreditation standards and procedures as needed to improve the accreditation process and the preparation of school personnel.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statute or Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:040, Section 2 (1)(b)

Applicable Goal:

Goal I: 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) grant a waiver of the cooperating teacher eligibility requirements?

Background:

Dr. Mary John O’Hair, Dean, University of Kentucky College of Education, is requesting a waiver of Regulation 16 KAR 5:040, Section 2 (1) (b) which requires that “the cooperating teacher, whether serving in a public or nonpublic school, shall have at least three (3) years of teaching experience as a certified educator.” This request is for a placement to take place during the spring 2014 semester.

The University of Kentucky (UK) wishes to place a student teacher seeking certification in Music Education with Mr. Daniel Wesley, music instructor at Lexington Christian Academy in Lexington, Kentucky. Mr. Wesley is in his fourth year of teaching, but one of those years occurred before he obtained his certification.

UK is seeking the waiver for Mr. Wesley because of the limited number of choral teachers in Central Kentucky who teach grades 7-12, and because he has demonstrated a high degree of competency in his practice and in the qualities needed for mentoring.

Mr. Keith Hall, Principal at Lexington Christian Academy, has written a letter in support of the waiver request, providing positive evidence of Mr. Wesley’s success in the classroom. Copies of the letters from Dr. O’Hair and Mr. Hall were sent under separate cover. A copy of the regulation is attached to this request.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 2 (1)(b)
2. Deny the waiver request of 16 KAR 5:040, Section 2 (1)(b)

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January 27, 2014

Agenda Book

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042
STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" means a teacher employed in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) The cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid teaching certificate or license for each grade and subject taught; and
 - (b) At least three (3) years of teaching experience as a certified educator.
- (2) A teacher assigned to a teaching position on the basis of a provisional, probationary, or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
- (3) The district and educator preparation program shall select teachers to be cooperating teachers who demonstrate the following:
- (a) Effective classroom management techniques that promote an environment conducive to learning;
 - (b) Best practices for the delivery of instruction;
 - (c) Mastery of the content knowledge or subject matter being taught;
 - (d) Aptitude and ability to contribute to the mentoring and development of a preservice educator;
 - (e) Usage of multiple forms of assessment to inform instruction; and
 - (f) Creation of learning communities that value and build upon students' diverse backgrounds.
- (4) An educator preparation program shall give a teacher who holds a teacher leader endorsement pursuant to 16 KAR 5:010, Section 12(3), priority consideration when selecting a cooperating teacher.
- (5) Beginning September 1, 2013, prior to student teacher placement, a cooperating teacher shall receive training approved by the Education Professional Standards Board and provided at no cost to the cooperating teacher by the educator preparation institution which shall include the following components:
- (a) Basic responsibilities of a cooperating teacher;
 - (b) Best practice in supporting the student teacher; and
 - (c) Effective assessment of the student teacher.
- (6) Beginning September 1, 2013, educator preparation programs shall maintain a pool of cooperating teachers who have met the requirements of this section.
- (7) Beginning September 1, 2013, each educator preparation institution shall file an electronic report with the Education Professional Standards Board every semester which identifies the following:
- (a) Each candidate at the educator preparation institution enrolled in student teaching;
 - (b) The candidate's assigned school;
 - (c) The cooperating teacher assigned to each candidate;
 - (d) The cooperating teacher's area of certification;
 - (e) The cooperating teacher's years of experience as a certified or licensed educator; and
 - (f) The date the cooperating teacher completed the training required in subsection (5) of this section.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Waiver of the Completion Date of Principal Preparation Program

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:010; 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 EPSB grant a waiver of the completion date of the principal preparation program at Murray State University?

Background:

Dr. David Whaley, Dean, Murray State University College of Education, is requesting a waiver of 16 KAR 3:050, Section 4(1)(b), which requires all candidates who had been admitted to a principal preparation program approved by the EPSB prior to May 31, 2009, to complete the program by January 31, 2014. Murray State University is requesting on behalf of Andrew Williams, principal at Graves County Middle School, to extend the period of program completion until summer 2014. Additional documentation is available under separate cover.

Alternative Actions:

1. Approve the waiver request of 16 KAR 3:050, Section 4(1)(b).
2. Do not approve the waiver request of 16 KAR 3:050, Section 4(1)(b).

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Date:

January 27, 2014

Agenda Book

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. An educator preparation 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 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 after May 31, 2009.

(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 after May 31, 2009.

2. Principal preparation programs submitted for approval after May 31, 2009 shall:

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

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Waiver of the Student Teacher Placement

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:040, Section 6(4)(a)

Applicable Goal:

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

Issue:

Should the EPSB grant a waiver of the student teacher placement requirements?

Background:

Dr. David Whaley, Dean, Murray State University College of Education, is requesting a waiver of 16 KAR 5:040, Section 6(4)(a), which requires “candidates pursuing a primary through grade 12 certificate to have their student teaching balanced between an elementary school placement and a middle or high school placement.” This request is for a placement to take place during the spring 2014 semester. A Murray State University (MSU) student teacher, Amanda Baker, is seeking certification in French P-12 needs to have her entire placement with a secondary teacher. No school in the region offers French at the elementary level. Murray High School has a French teacher who has just begun KTIP. Trigg County High School has a certified French teacher, Kelley Vollmar, who facilitates various language programs using an on-line program. Three other high schools offer French for a portion of the school day. MSU has arranged a full semester placement with Ms. Kelley Vollmar, a certified French teacher at Graves County High School. As a result of no elementary school opportunities, Murray State University is requesting a waiver of the requirement for the elementary school placement for Ms. Amanda Baker. Additional information is available under separate cover.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 6(4)(a).
2. Do not approve the waiver request of 16 KAR 5:040, Section 6(4)(a).

Contact Person:

Dr. Kim Walters-Parker, Director
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(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

January 27, 2014

Agenda Book

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

(a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.

(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

(5) Beginning September 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:

(a) Cooperating with the district in determining the specific placement of the student teacher;

(b) Collaborating with the district to provide necessary program resources and expertise;

(c) Using multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;

(d) Requiring the use of technology by the student teacher to:

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

6. Engage in collegial interaction and peer review with other student teachers.

(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Performance Assessment tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.

(7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.

(8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.

(9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver D

Action Item:

Waiver of the Student Teacher Placement

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:040, Section 6(4)(a)

Applicable Goal:

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

Issue:

Should the EPSB grant a waiver of the student teacher placement requirements?

Background:

Dr. David Whaley, Dean, Murray State University College of Education, is requesting a waiver of 16 KAR 5:040, Section 6(4)(a), which requires “candidates pursuing a primary through grade 12 certificate to have their student teaching balanced between an elementary school placement and a middle or high school placement.” This request is for a placement to take place during the spring 2014 semester. A Murray State University (MSU) student teacher, Haley Sonnek, is seeking certification in Spanish P-12 needs to have her placement with a secondary teacher. There is one school in the region that offers Spanish at the elementary level. The teacher at that school does not meet the selection criteria as she is in the first year of an alternative route to certification program. MSU has arranged a placement at Marshall County High School with Ms. Sandi Hall, a certified Spanish teacher. As a result of no elementary school opportunities, Murray State University is requesting a waiver of the elementary school placement for Ms. Sonnek. Additional information is available under separate cover.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 6(4)(a).
2. Do not approve the waiver request of 16 KAR 5:040, Section 6(4)(a).

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

January 27, 2014

Agenda Book

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

(a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.

(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

(5) Beginning September 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:

(a) Cooperating with the district in determining the specific placement of the student teacher;

(b) Collaborating with the district to provide necessary program resources and expertise;

(c) Using multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;

(d) Requiring the use of technology by the student teacher to:

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

6. Engage in collegial interaction and peer review with other student teachers.

(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Performance Assessment tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.

(7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.

(8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.

(9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver E

Action Item:

Waiver of the Student Teacher Placement

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:040, Section 6(4)(a)

Applicable Goal:

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

Issue:

Should the EPSB grant a waiver of the student teacher placement requirements?

Background:

Dr. Sam Evans, Dean, Western Kentucky University College of Education & Behavioral Sciences, is requesting a waiver of Regulation 16 KAR 5: 040, Section 6 (4a) which requires “candidates pursuing a primary through grade 12 certificate to have their student teaching balanced between an elementary school placement and middle school or high school placement.” This request is for a placement to take place during the spring 2014 semester. A Western Kentucky University (WKU) student teacher seeking certification in Spanish P-12 needs to have her entire placement with a secondary teacher. There is no foreign language program for elementary schools in the Warren County/Bowling Green School area.

This request is for a student teacher to be assigned to Mrs. Doris Poole, Spanish teacher at Greenwood High School in Bowling Green, Kentucky. Mrs. Poole is a veteran Spanish teacher having taught for 16 years in the United States and 5 years abroad. She has a Master’s Degree in Spanish and ESL and is a native speaker from Colombia, South America. In addition, Mrs. Poole serves as the GHS Foreign Language Department Chair. The student teacher will be expected to gain multi-grade level experience through ESL observations. Mr. Greg Dunn, Principal at Greenwood High School, has written a letter in support of the waiver request, providing positive evidence of Mrs. Poole’s success in the classroom. Copies of the letters from Dr. Evans and Mr. Dunn were sent under separate cover. A copy of the regulation is attached to this request.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 6 (4)(a)
2. Deny the waiver request of 16 KAR 5:040, Section 6 (4)(a)

Contact Person:

Dr. Kim Walters-Parker, Director
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(502) 564-5846
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Date:

January 27, 2014

Agenda Book

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

(a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.

(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

(5) Beginning September 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:

(a) Cooperating with the district in determining the specific placement of the student teacher;

(b) Collaborating with the district to provide necessary program resources and expertise;

(c) Using multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;

(d) Requiring the use of technology by the student teacher to:

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

6. Engage in collegial interaction and peer review with other student teachers.

(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Performance Assessment tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.

(7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.

(8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.

(9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver F

Action Item:

Waiver of the Student Teacher Placement

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:040, Section 6(4)(a)

Applicable Goal:

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

Issue:

Should the EPSB grant a waiver of the student teacher placement requirements?

Background:

Dr. Sam Evans, Dean, Western Kentucky University College of Education & Behavioral Sciences, is requesting a waiver of Regulation 16 KAR 5: 040, Section 6 (4a) which requires “candidates pursuing a primary through grade 12 certificate to have their student teaching balanced between an elementary school placement and middle school or high school placement.” This request is for a placement to take place during the spring 2014 semester. A Western Kentucky University (WKU) student teacher seeking certification in Spanish needs to have her entire placement with a secondary teacher. There is no foreign language program for elementary schools in the Warren County/Bowling Green School area. This request is for a student teacher to be assigned to Mrs. Florence Laramore, Spanish teacher at South Warren High School in Bowling Green, Kentucky. Mrs. Laramore has taught since 2009-2010 and will complete her Master’s Degree in Education in December 2013, with 18 additional hours in Spanish. The student teacher will be expected to gain multi-grade level experience through ESL observations. Jenny Hester, Principal at South Warren High School, has written a letter in support of the waiver request, providing positive evidence of Mrs. Laramore’s success in the classroom. Copies of the letters from Dr. Evans and Ms. Hester were sent under separate cover. A copy of the regulation is attached to this request.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 6 (4)(a)
2. Deny the waiver request of 16 KAR 5:040, Section 6 (4)(a)

Contact Person:

Dr. Kim Walters-Parker, Director
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(502) 564-5846
E-mail: Kim.Walters-Parker@ky.gov

Date:

January 27, 2014

Agenda Book

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for cooperating teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference in 16 KAR 5:010, the educator preparation institution shall provide opportunities for the student teacher to assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. The educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop.

(2) A student teacher shall not be placed in a setting that is not consistent with his or her planned certification content and grade range.

(3) Beginning September 1, 2013, the student teacher placement shall provide the student teacher with the opportunity to engage with diverse populations of students.

(4) Beginning September 1, 2013, each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

(a) Candidates pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle school or high school placement.

(b) Candidates pursuing an elementary certificate shall have their student teaching balanced between a placement in primary through grade 3 and a placement in grade 4 or grade 5.

(c) Candidates seeking dual certification in either middle school or secondary content areas shall have equal placements in both content areas.

(5) Beginning September 1, 2013, the educator preparation program shall support the student teacher's placement and classroom experiences by:

(a) Cooperating with the district in determining the specific placement of the student teacher;

(b) Collaborating with the district to provide necessary program resources and expertise;

(c) Using multiple performance assessments to document the student teacher's ability to support learning for all P-12 students;

(d) Requiring the use of technology by the student teacher to:

1. Enrich the learning of P-12 students; and

2. Support the student teacher's professional growth and communication; and

(e) Providing opportunities for the student teacher to:

1. Engage in extended co-teaching experiences with an experienced teacher;

2. Engage in reflective self-assessment that informs practice;

3. Maintain regular professional conversations with experienced teachers other than the cooperating teacher;

4. Participate in regular and extracurricular school activities;

5. Participate in professional decision making; and

6. Engage in collegial interaction and peer review with other student teachers.

(6) The educator preparation program shall use the Kentucky Teacher Internship Program Teacher Performance Assessment tasks established in 16 KAR 7:010, Section 2, or a variation of these tasks to meet the requirement specified in subsection (5) of this section.

(7) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.

(8) A student teacher shall not be employed within the school in which he or she is assigned concurrent with student teaching.

(9) The educator preparation program shall maintain electronic records that confirm that all students admitted after September 1, 2013, meet the requirements of this section.