

Agenda Book

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 Meeting Agenda

EPSB Offices

100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601

October 13, 2014

Monday, October 13, 2014

9:00 AM EDT Call to Order

Roll Call

Open Speak

Approval of Consent Items

- A. Approval of July 20-21, 2014, EPSB Retreat Minutes
(**Pages 1-4**)
- B. Approval of August 11, 2014, EPSB Minutes (**Pages 5-28**)
- C. 2014-15 Emergency Non-Certified School Personnel Program
(Mr. John Fields) (**Pages 29-32**)
- D. Gifted Education P-12 Endorsement (Graduate Level) – Union
College (Dr. Kim Walters-Parker) (**Pages 33-36**)
- E. Visual Impairments Grades P-12 Initial (Graduate Level),
Visual Impairments Grades P-12 Option 5 (Graduate Level) –
University of Kentucky (Dr. Walters-Parker) (**Pages 37-40**)

Report of the Executive Director

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Strategic Plan Update (Mr. Jimmy Adams)
- D. Network for Transforming Educator Preparation (NTEP) Update
(Mr. Adams, Ms. Donna Brockman, Dr. Walters-Parker)
- E. Supporting Effective Educator Development (SEED) Grant
Update
- E. 2014 EPSB Annual Report
- F. New State Government Tobacco-Free Policy

Report of the Chair

Report from the Committee to Review the Evaluation of the
Executive Director Committee

Appointments

Agenda Book

Appointments to the Teacher Leader Masters Review Committee

Presentations

- A. Program and Accreditation Review Committee (PARC) Updates
(Dr. Les Burns, Dr. Melody Noland, Dr. Margaret Rintamaa,
Dr. Rosetta Sandidge, Dr. Katherine McCormick)
- B. Teach for America (Dr. Walters-Parker, Mr. Will Nash)

Information/Discussion Items

- A. Awarded Contracts (Mr. Adams) **(Pages 41-42)**
- B. 16 KAR 1:030. Procedures for Certificate Revocation,
Suspension, Reinstatement and Reissuance, and Application
Denial, Amendment, Notice of Intent (Ms. Alicia Sneed)
(Pages 43-50)
- C. Determining Probable Cause to Take Disciplinary Action
Procedure, Amendment, Notice of Intent (Ms. Sneed)
(Pages 51-58)
- D. New Policy: Policy and Procedure Development and Regulatory
Promulgation Procedure, Notice of Intent (Ms. Sneed)
(Pages 59-62)
- E. 16 KAR 6:010. Written Examination Prerequisites for Teacher
Certification, Amendment, Notice of Intent (Ms. Brockman)
(Pages 63-78)

Action Items

16 KAR 5:060. Literacy Preparation for Teachers of Middle and
High School Students, Amendment, Final Action
(Dr. Walters-Parker) **(Pages 79-98)**

Waivers

- A. 16 KAR 8:030. Request to Waive Language to Allow for an
Extension to Complete the Continuing Education Option
Program, Mr. David Stark (Ms. Brockman) **(Pages 99-102)**
- B. 16 KAR 7:010. Request to Waive Language Pertaining to KTIP
Requirements and Appeal, Mr. Nathan Pitts (Ms. Brockman)
(Pages 103-106)
- C. 16 KAR 2:010. Request to Waive Grade Level Range
Requirements, Bell County (Mr. Fields) **(Pages 107-110)**

Alternative Route to Certification Applications

- A. Eric Cecil, Computer Information Systems, Grades P-12
(Mr. Fields) **(Pages 111-116)**
- B. Donna Neary, Social Studies, Grades 8-12 (Mr. Fields)
(Pages 117-121)

Board Comments

Agenda Book

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

Certification Review and Revocation: Pending Litigation Review

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

Adjournment

Next Regular Meeting: December 8, 2014
EPSB Offices

Agenda Book

Agenda Book

**EPSB Summer Retreat
EPSB Offices
100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
July 20-21, 2014**

Consent Item A

Attendance

The following Board members were present during the retreat on July 20-21, 2014: Ellen Blevins, Barbara Boyd, Amanda Ellis, Tolya Ellis, Terry Holliday, Allen Kennedy, Marie McMillen, Mary John O’Hair, Michael Ross, Sandy Sinclair-Curry, Laura Schneider, Shannon Treece, Cassandra Webb, and David Whaley. Brandy Beardsley and Anthony Strong were absent.

Meeting Norms

Meeting norms were established at the beginning of the retreat; they included the following:

1. It is ok to have civil discourse.
2. The Board should be able to communicate with a level of trust.
3. There is no hierarchy.
4. Be considerate of tone and manner.
5. No questions are too basic.
6. The meeting will start and end on time.

Committee Structures (discussed on Sunday, July 20, 2014)

Review of the Committee Structure and Process for Identifying Members to Serve

Goal 4 of the Board’s strategic plan says, “*By September 1, 2014, the EPSB will review policies, procedures, committee structures and responsibilities, review where necessary, and communicate findings to appropriate stakeholders.*”

The Board’s three (3) basic goals for committee structures were as follows:

- 1) Determine the standing and adhoc committees and which ones are still needed.
- 2) Determine the terms of service and responsibility for the standing and adhoc committees.
- 3) Determine how the committees are chosen.

A document was given to the Board that included a list of current standing and adhoc committees. The current EPSB standing committees are: Kentucky Advisory Council on Internships (KACI), Accreditation Audit Committee (AAC), Continuous Assessment Review Committee (CARC), Content Program Review Committee, Reading Committee, Teacher Leader Master’s Review Committee, Principal Redesign Committee, and Master’s Review Committee. The current EPSB Adhoc committees are: Committee to Review Cut Scores, Exceptional Children Committee, Kentucky Teacher Standards Review Committee, Literacy Committee, Committee to Ensure an Ethical Educator Workforce (CEEEW), Program and Assessment Review Committee (PARC), and Superintendent Review Committee.

Dr. Kim Walters-Parker reviewed with the Board the roles and responsibilities of the AAC, CARC, Reading Committee, and the Content Program Review Committee, as well as, how the members on these committees are appointed and terms of service.

The Board discussed at length the responsibilities of the AAC and PARC. Some members questioned if two separate accreditations - state and national - are still needed. The Board also expressed its desire that committees have staggered terms of service with a term being at least five (5) years so there is a mix of long serving members to provide a history on the committee and new members to offer a fresh perspective. Some Board members said they want PARC to streamline the accreditation and program review process to ensure no duplication in the work and suggested looking at Special Professional Associations (SPAs). The Board also wanted to look into possibly combining committees or abolishing committees that no longer serve the needs of the Board.

The Board asked Dr. Walters-Parker to provide a PARC update at the October EPSB meeting. The Board also asked for a flow chart that fills in the gaps of the accreditation and program review process. Ms. Alicia Sneed said that during the October EPSB meeting she will bring an information item to the Board for creating a policy on how the Board develops policies. This will include information on how committees are established, terms of service, etc.

Next Generation Learning and Link to the Network for Transforming Educator Preparation (NTEP) (discussed on Monday, July 21, 2014)

Executive Director Robert Brown introduced Gene Wilhoit, Executive Director for the Center for Innovation in Education, to the Board and then the Board and EPSB staff introduced themselves to Mr. Wilhoit. Mr. Wilhoit once served as commissioner of the Kentucky Department of Education and recently spent six years as the director of the Council of Chief State School Officers (CCSSO) in Washington, D.C. Currently, Mr. Wilhoit serves as the director of the National Center for Innovation in Education (CIE or the Center), which was established at the University of Kentucky College of Education. The Center focuses on national education reform. Mr. Wilhoit provided a presentation to the Board on the work at CIE. Board discussion ensued. The Board was very supportive of the Center's vision and work and wanted to see what the Network for Transforming Educator Preparation (NTEP) could do to move the vision forward. The Board asked for a representative from the Center to provide support to the EPSB during the Board meetings.

Executive Director Brown provided a history of the Board involvement with NTEP and the Kentucky NTEP Engagement and Communication Plan was reviewed. The Board felt this captured the work of the EPSB. Mr. Brown said the EPSB strategic plan aligns with the communication plan. Kentucky has a six-person team that now consists of Mr. Brown (chair), Cassandra Webb, Manish Sharma, Amanda Ellis, April Wood, and Mary Ann Blankenship. Much of the NTEP work stems from the CCSSO publication, *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. The Board scheduled a work session for Sunday, August 10, prior to the August EPSB meeting, for Mr. Brown to give an overview to the Board on *Our Responsibility, Our Promise*.

Some Board members expressed an interest in serving on the state and national (if possible) NTEP team. If interested the Board members were asked to contact Mr. Brown. He will inquire to see if there would be room for additional members to serve on the national NTEP team.

Additional members would have to pay for their own travel expenses for national NTEP meetings.

The Board also asked for regular updates to the Board on the NTEP work at the October 2014, April 2015, and June 2015 meetings.

Review of the Process, Procedures, and Regulations for Disciplinary Cases (discussed on Monday, July 21, 2014)

The Board identified three critical issues to discuss which were identified as follows:

1. Suspensions
2. Flagging
3. Timeline

A lengthy discussion ensued. At the request of a Board member, the Division of Legal Services Director Alicia Sneed provided the Board a handout which included some draft considerations for removing suspensions from certificates. The Board discussed, in detail, the current process for the flagging of open cases and discussed if the current process should stay the same or if flagging open cases should occur once the Board sees the open case for the first time during the Board meeting. Currently, open cases are flagged 15 days after a case is initiated, which is the day the legal office sends a certified letter to the respondent. The Board did not determine during discussion when the flagging of open cases should occur or if they wanted to remove the flagging of open cases altogether. Some Board members said regardless of the final decision by the Board regarding the flagging of open cases, they wanted the process placed in regulation for transparency. Ms. Sneed advised against binding the Board through regulation. She said if the Board wants the process in writing it should be done as a policy.

Ms. Sneed said she will present to the Board a policy pertaining to committee structures at the October EPSB meeting. She said that in October she can also bring the Board an information/discussion item for policy on how to implement policies; a proposed regulation amendment of *16 KAR 1:030. Procedures for Certificate Revocation, Suspension, Reinstatement and Reissuance, and Application Denial*; and a new draft policy on the current disciplinary process so that it can be modified, amended, or rejected by the Board. During the information/discussion session at the October meeting, the Board has the ability to ask that items be moved from regulation to policy or vice versa.

Adjournment

Meeting adjourned at 3:45p.m.

Agenda Book

Agenda Book

The actions delineated below were taken in open session of the EPSB at the August 11, 2014, meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

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

Consent Item B

Call to Order

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

Roll Call

The following Board members were present during the August 11, 2014, EPSB meeting: Brandy Beardsley, Ellen Blevins, Tolya Ellis, Allen Kennedy, Mary John O'Hair, Michael Ross, Laura Schneider, Sandy Sinclair-Curry, Shannon Treece, Cassandra Webb, David Whaley, and April Wood. Barbara Boyd, Marie McMillen, and Anthony Strong were absent.

Board's Mission Statement

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

Open Speak

There were two requests for Open Speak.

Dennis Janes

Dennis Janes said he was an attorney for Carlos Quarles who is a certificate holder with the EPSB and had a waiver request for the August meeting. He stated it was his belief that Mr. Quarles was cheated by the EPSB. He further explained that in 2002, Mr. Quarles entered into an agreement with the Board to suspend his certificate for a period of time. After that agreement was signed and Mr. Quarles' suspension was complete, the Board later adopted a policy that the certificates of those educators whose EPSB certificates had been suspended would be noted as suspended on the certificate, on the public EPSB website and limited access website forever. Mr. Janes said that his contention with the Board was whether this policy was an additional penalty; Mr. Quarles, according to Mr. Janes, could never have foreseen that penalty at the time he made the agreement in 2002. Mr. Janes said he was asking the Board on Mr. Quarles' behalf to remove the suspension dates on Mr. Quarles' certificate and to stop punishing him for something that happened 13 years ago so that he can compete for education jobs.

Heather Nally

Ms. Heather Nally said that she has been an educator since January 2002. According to her, teaching is her passion. She said that due to serious health issues that date back to 2007, she has not been able to complete her Master's degree. Ms. Nally shared concerns regarding past assistance she had received with finishing her program for certification. She asked the Board to

consider her extenuating circumstances and grant her waiver request to complete the final 6 hours of her Master's program that will be completed by December 2014.

Approval of Consent Items

Chair Cassandra Webb requested that Board members identify any items on the consent agenda which they wished to discuss prior to taking final action. No items were asked to be pulled for further discussion.

2014-034

Motion made by Mr. Allen Kennedy, seconded by Ms. Ellen Blevins, to approve the following items on the consent agenda:

Approval of June 23, 2014, EPSB Minutes

2014-15 Emergency Non-Certified School Personnel Program

Approval of Superintendent Certification Program, Bellarmine University

Vote: *Unanimous*

Dr. Kim Walters-Parker recognized representatives from Bellarmine University whose program was approved.

Report of the Executive Director

New Cooperating Teacher Program Assistant

Mr. Robert Brown introduced Cathy Jackson as the EPSB's new Cooperating Teacher Program Assistant; she replaced Sandra Stanley who retired June 30.

Report from the Kentucky Department of Education (KDE)

Dr. Terry Holliday reported on recent events at KDE:

* 650,000+ young, bright, and energetic students are coming back to Kentucky schools and there is lots of excitement in the air.

* Lincoln County had great stress from a fire at its central office, but everyone has rallied around them and their technology will be running when their doors open. The Professional Growth and Evaluation System (PGES) is rolling out and the Commissioner said he appreciates the support of EPSB staff with aligning KTIP to PGES.

* School report cards will be announced soon and it was Dr. Holliday's belief that everyone will be pleased. He said it was a very successful year, in spite of snow and ice across the Commonwealth.

Executive Director Robert Brown encouraged the Board to look at the school report cards, because they contain very valuable information. He said he will send links to the school report cards in a monthly newsletter.

Report from the Council on Postsecondary Education (CPE)

Dr. April Wood informed the Board of recent events at CPE:

* An RFP was released in March 2014 for developmental education. The RFP was awarded to five (5) institutions: Jefferson Community and Technical College, Eastern Kentucky University,

Agenda Book

Owensboro Community & Technical College, Western Kentucky University, and Gateway Community and Technical College

* CPE requested to extend the Core to College through June 2015. RFPs will be sent this month for any institutions that want to be part of this work.

* CPE was awarded the College Communication grant to help catalogue professional development learning activities that are provided through Kentucky schools.

* CPE clinical sites have finished their first year of implementation. CPE representatives have visited the sites and monitored the programs. An evaluation tool is due back to CPE by August 20, and then CPE representatives will meet in the fall to discuss these model designs.

* The RFP for the Improving Education Quality grant – Year 13 was released May 2014, and the focus will be professional development for Common Core Standards and the Next Generation Science Standards. Proposals are due in September and awards will be announced in November.

* Kentucky has completed its first year of professional development with the National Institute for School Leaders training (NISL) and a cohort of faculty completed the training to deliver NISL to high school principals. Three administrators from the clinical models were selected to begin training this past summer.

Strategic Plan Update

Deputy Executive Director Jimmy Adams reviewed four updates to the strategic plan:

Goal 2, Strategy 1: Version 1 of developing an online system for school district human resource directors and superintendents to submit incidents has been completed and submitted to legal staff for review.

Goal 2, Strategy 4: Version 1 of the Legal Dashboard system has been completed and sent to legal staff for review. The next step is to get input from Board members.

Goal 4, Strategy 2: The current committee structure and continuous improvement were discussed at the July retreat.

Goal 4, Strategy 3: The continuous improvement model and tools of continuous improvement were discussed at the July 20 and 21 Board retreat.

Chair Cassandra Webb asked Executive Director Brown to bring a mechanism that will ensure the stakeholders are involved in the review of regulations with the opportunity to provide feedback.

Draft Policy Flow Chart

Deputy Executive Director Adams briefly reviewed a draft policy flow chart which he developed from the chart notes created from the Board's Sunday, April 27, work session. He said it was open for revision and change. Dr. O'Hair asked how the issue is identified originally. Mr. Adams said that the issue is identified when it is brought to the Board or staff's attention. Individuals may bring matters to the Board's attention during Open Speak. Board comments is also a place on the agenda where Board members may bring issues to the Board. Other suggestions from the Board on revisions to the flow chart included the need to identify the source for transparency and identify critical issues. Mr. Brown stated that critical issues should be listed

Agenda Book

in the committee charter or identified by adhoc or designated committees. Dr. O’Hair said that the charter is another way to get more input from stakeholders.

Report of the Chair

Report from the Nominating Committee for Chair and Vice Chair

Dr. David Whaley thanked Ms. Tolya Ellis and Ms. Brandy Beardsley for serving on the Nominating committee. Cassandra Webb was nominated for chair. Anthony Strong and Mary John O’Hair were nominated for vice chair.

There were no further nominations on the floor for vice chair. The Board took a short break and cast their votes by ballot. Dr. Whaley announced that Mary John O’Hair was elected as vice chair.

Motion made by Ms. Shannon Treece, seconded by Ms. Laura Schneider, to elect David Whaley as chair Pro Tem.

There were no further nominations on the floor for chair. Cassandra Webb was elected as chair.

Chair Cassandra Webb said that she was humbled that the Board continued to allow her to serve as chair, because she knows this is a prestigious board.

Report from the Committee to Review the Evaluation of the Executive Director Committee

There was no report from this committee.

Review of Retreat

Chair Webb said that the retreat was a valuable time for the Board to spend together. The Board discussed committee structure, membership, and looked at how to adopt, revise, and abolish policy. She said the retreat allowed members to get to know each other and see how members’ visions align.

Appointments

Reading Committee

Chair Webb reappointed Dr. Karen Karp and Dr. Chris Cook to the Reading Committee. Chair Webb made the following appointments to the Reading Committee: Ms. Angie Madden, Ms. Deoborah Sogin, Ms. Meg Stohlmann, Ms. Elizabeth Adams, Dr. Linda Young, Ms. Kim Willhoite, Ms. Renee Boss, Dr. Lori Henderson, Ms. Norma Wheat, Dr. Alesa Walker, Dr. Debbie Haydon, Dr. Christy Petroze, Dr. Monica Magner, and Mr. Ron Chi.

Teacher Leader Master’s Review Committee

Chair Webb made the following appointments to the Teacher Leader Master’s Review committee:

Sam Evans, Beverly Keepers, Sherry Powers, Carol Ryan, Ann Larson, Shannon Treece, Blain Click, Chris Meadow, Eddie Bushelman, Andrea McNeal, Kristen Hood, Heather Lavender, and Melodie White.

Presentation

Responding to a Call for Change: Implementing a Clinical Apprenticeship for Preparing Teachers, Eastern Kentucky University

Dr. Kim Naugle introduced himself as the Principal Investigator of a CPE grant to create a Clinical Apprenticeship for Preparing Teachers (CAPT). This work is supported to design innovative and sustainable clinical teacher preparation programs, improve teacher quality, and improve P-12 student learning. EKV was one of three Kentucky universities awarded \$500,000 grant over three years and partnered with Corbin Independent. Drs. Dorie Combs, Connie Hodge, and Dusty Embury, professors at EKV, discussed the clinical model and the co-teaching experience. Whitney Allen, a student within the program, addressed how valuable the program was and what the co-teaching experience meant to her as a student. The Board said this was a very encouraging presentation. Ms. Shannon Treece said that as an educator, she believes this is the model we need to transform education into the innovative classrooms for which we are looking.

Information/Discussion Items

Financial Report for Fiscal Year 2014

Mr. Adams reviewed the FY 2014 EPSB financial report. He said the agency spent 95.6% of its budget and the agency was able to shift some expenses from restricted to general funds.

2013-14 New Teacher Survey

Ms. Donna Brockman, the Professional Learning and Assessment (PLA) Division Director, and Ashley Wink, a Program Consultant for PLA, gave a report on the 2013-2014 New Teacher Survey. Ms. Brockman said that the New Teacher Survey is administered to student teachers, cooperating teachers, interns, and resource teachers every-other-year in the fall and the spring for the purpose of gathering perception data on how new teachers and supervising teachers rank the new teachers preparedness to teach in Kentucky schools. She said a new vendor, Panorama, conducted the survey this year. All reports will be on the EPSB website.

The overall response rate was 39% which is a higher percentage than in the past. She said the top five (5) areas for improvement from the survey were student assessment, closing the achievement gap, students with disabilities, classroom management techniques, and differentiated instruction. Dr. O'Hair asked if principals were included in the survey. Ms. Brockman said that principals were not included in the survey this year because of the confusion from principals on how to answer the survey. Principals may have several student teachers, and therefore, are unsure if they should answer the survey broadly or answer it based on each individual student teacher experience. Ms. O'Hair asked if data may be disaggregated by each institution so the institution can determine its strengths and weaknesses for improvement. Ms. Brockman said each institution will receive a report on its survey results and have access to survey comments. Dr. O'Hair asked if institutions may receive the raw data so they may disaggregate the data by program. Ms. Brockman said the raw data for institutions is not able to be broken down into programs, but in the future those questions may be added.

16 KAR 5:060. Literacy Preparation for Teachers of Middle and High School Students, Amendment, Notice of Intent

Educator Preparation Division Director Kim Walters-Parker was joined by Dr. Dorie Combs, a professor at Eastern Kentucky University, who explained the proposed literacy regulation for Board adoption as a result of one of the Literacy Preparation Advisory Committee's recommendations. Chair Webb asked if there is flexibility in the proposed regulation to allow universities to embed literacy into the current courses without adding a course. Dr. Walters-Parker stated that flexibility for universities was addressed in the proposed regulation. Institutions or other stakeholders may send their questions or feedback on the proposed regulation to Dr. Kim Walters-Parker.

Action Items

16 KAR 2:120. Emergency Certification and Out-of-Field Teaching, Amendment, Final Action 2014-035

Motion made by Mr. Michael Ross, seconded by Dr. David Whaley, to approve the amendment to 16 KAR 2:120.

Vote: *Unanimous*

Charter for Teacher Leader Master's Review Committee

Dr. Kim Walters-Parker said that the Board asked for a committee to be organized to conduct a review of the teacher leader master's programs and their impact. A proposed charter for this was presented to the Board by Dr. Walters-Parker. The five (5) proposed objectives for the Teacher Leader Master's Review Committee were as follows:

1. Review regulatory requirements for the teacher leader master's program.
2. Work with experts in survey methods to develop and administer a survey instrument to gather feedback from teacher leader master's program completers.
3. Analyze the outcomes of the survey.
4. Examine enrollment trend data.
5. Work with EPSB staff to connect the outcomes of the teacher leader master's programs and the impact of those programs on student learning/closing the achievement gap.

Dr. Walters-Parker said the fifth objective is aspirational, assuming that staff can gather the data.

Dr. Mary John O'Hair said she wanted to broaden the purpose of the committee. The proposed purpose was as follows: *To review implementation of the redesigned teacher leader master's programs to ensure all programs continue to meet the requirements of 16 KAR 5:010.* Dr. O'Hair said she would like the purpose to be stated as follows: *To review the original intent, implementation, and outcomes of the overall redesigned teacher leaders master's program.* Dr. O'Hair also stated that she wanted to list under the scope of operations in the charter that the committee have the freedom and resources to accomplish the purpose as outlined above. The committee could expand the scope if that is the desire of the committee. Dr. Walters-Parker stated that it is important for charters to give guidance and not be restrictive as long as the work remains within the scope of operation.

2014-036

Motion made by Ms. Brandy Beardsley, seconded by Ms. Sandy Sinclair-Curry, to accept the proposed charter of the Teacher Leader Master's Review Committee.

Vote: *Unanimous*

Accreditation of the Educator Preparation Unit and Approval of Programs, Brescia University

2014-037

Issue One: Unit Accreditation

Motion made by Ms. Blevins, seconded by Ms. Beardsley, to accept the recommendation of the AAC and grant accreditation with probation for Brescia University.

Vote: *Unanimous*

2014-038

Issue Two: Program Approval

Motion made by Dr. Mary John O'Hair, seconded by Ms. Tolya Ellis, to accept the recommendation of the AAC and grant approval with conditions for the initial and advanced level educator preparation programs for Brescia University.

Vote: *Unanimous*

Accreditation of the Educator Preparation Unit and Approval of Programs, Georgetown College

2014-039

Issue One: Unit Accreditation

Motion made by Dr. Whaley, seconded by Dr. O'Hair, to accept the recommendation of the AAC and grant accreditation for Georgetown College.

Vote: *Unanimous*

2014-040

Issue Two: Program Approval

Motion made by Ms. Beardsley, seconded by Ms. Schneider, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Georgetown College.

Vote: *Unanimous*

Accreditation of the Educator Preparation Unit and Approval of Programs, Kentucky State University

2014-041

Issue One: Unit Accreditation

Motion made by Dr. Whaley, seconded by Ms. Blevins, to accept the recommendation of the AAC and grant accreditation for Kentucky State University.

Vote: *Unanimous*

2014-042

Issue Two: Program Approval

Motion made by Ms. Schneider, seconded by Dr. Whaley, to accept the recommendation of the AAC and grant approval for the initial level educator preparation programs at Kentucky State University.

Vote: *Unanimous*

Operation of Option 6 Program, University of the Cumberlands

2014-043

Issue One: Accreditation

Motion made by Ms. Sinclair-Curry, seconded by Mr. Kennedy, to accept the recommendation of the AAC and grant accreditation for the University of the Cumberlands.

Vote: *Unanimous*

2014-044

Issue Two: Unit Accreditation

Motion made by Mr. Kennedy, seconded by Ms. Sinclair-Curry, to accept the recommendation of the AAC and grant approval for the Option 6 programs and to accept the AAC recommendation for a follow-up report from the University of the Cumberlands in six months.

Vote: *Unanimous*

Dr. Mary John O’Hair asked about leadership sustainability and the sustainability of the improvements to the University of Cumberlands program. Dr. Barbara Kennedy, Interim Dean at the University of the Cumberlands, said that the University of the Cumberlands took this investigation very seriously and used it as momentum to make many substantial changes in the way the university conducts its Option 6 program. These changes also carried over into the entire unit. The university focused on personnel and its process and systems and created a state-of-the-art data system. A four-day retreat with adjunct faculty was recently completed in which the university worked with the faculty on curriculum alignment and mapping, online teaching strategies and best practices and research. The university also just hired a research and development faculty member from the USDOE. She said the Board will see at the university’s six (6) month progress report that the program was sustained. Dr. Kennedy also said that a new structure was developed in leadership at the university. In addition to chairs, the university added an associate dean, and Dr. Debbie Daniels as dean. A leadership team was also created with multiple teams and committees to support leadership. She noted it has been a remarkable experience.

Ms. Judy Conrad, the chair of the AAC, thanked EPSB staff for their work and recognized Dr. Susan Compton and Dr. Zella Wells, whom she said have been outstanding contributors to the AAC. Mr. Brown thanked Ms. Conrad for her leadership in this hard work.

Kentucky Teacher Internship Program (KTIP) Appeals

2014-045

Shaina Geron

Motion made by Ms. Blevins, seconded by Ms. Treece, to accept the appeal committee's recommendation that the decision of unsuccessful by the intern committee is upheld. Another Statement of Eligibility shall be issued to the intern, unless the intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program, or the period of validity for the Statement of Eligibility has expired pursuant to 16 KAR 7:010, Section 10.

Vote: *Unanimous*

2014-046

Denise Jett

Motion made by Ms. Schneider, seconded by Ms. Ellis, to accept the appeal committee's recommendation that the decision of unsuccessful by the intern committee is upheld. Another Statement of Eligibility shall be issued to the intern, unless the intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program, or the period of validity for the Statement of Eligibility has expired pursuant to 16 KAR 7:010, Section 10.

Vote: *Unanimous*

2014-047

Suzanne Sponsler

Motion made by Ms. Blevins, seconded by Ms. Schneider, to accept the appeal committee's recommendation that the decision of unsuccessful by the intern committee is upheld. Another Statement of Eligibility shall be issued to the intern, unless the intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program, or the period of validity for the Statement of Eligibility has expired pursuant to 16 KAR 7:010, Section 10.

Vote: *Unanimous*

2014-048

Radhika Jyothiswara

Motion made by Mr. Ross, seconded by Ms. Blevins, to accept the appeal committee's recommendation that the decision of unsuccessful by the intern committee is not upheld. The Division of Certification shall issue the appropriate certificate to the teacher intern pursuant to 16 KAR 7:010 Section 9(5).

Vote: *Unanimous*

2014-049

Heather Hoover

Motion made by Ms. Blevins, seconded by Ms. Sinclair-Curry, to accept the appeal committee's recommendation that procedural error(s) by the intern committee makes it impossible to determine if the intern was, in fact, unsuccessful. The internship should be nullified and the intern allowed to repeat the internship without penalty.

Vote: *Unanimous*

Waivers

16 KAR 7:010. Request to Waive Language Pertaining to the Kentucky Teacher Internship Program (KTIP)

2014-050

Motion made by Ms. Sinclair-Curry, seconded by Ms. Schneider, to accept the waiver which will allow pilot districts to use tasks and scoring rubrics based on the Danielson Framework required in the Teacher Professional Growth and Effectiveness System (TPGES) in lieu of the current performance tasks and intern performance record (IPR) of KTIP identified in 16 KAR 7:010.

Vote: *Unanimous*

16 KAR 2:010. Request for Extension to Complete Master's Degree, Ms. Heather Nally

The Board asked some procedural questions about the nature of Ms. Nally's request so Ms. Nally was asked to the table. Ms. Nally provided the requested information to the Board.

2014-051

Motion made by Ms. Blevins, seconded by Mr. Kennedy, to approve the waiver request for Ms. Heather Nally.

Vote: *Unanimous*

16 KAR 2:010. Request for Extension to Complete Master's Degree, Ms. Tracie Little

2014-052

Motion made by Mr. Blevins, seconded by Ms. Schneider, to approve the waiver request for Tracie Little.

Vote: *Unanimous*

16 KAR 2:010. Request to Waive Grade Level Range Requirements, Bell County

2014-053

Motion made by Ms. Treece, seconded by Ms. Blevins, to approve the waiver request for the identified teachers in Bell County.

Vote: *Unanimous*

Request for Waiver of the Board's Decision to Notate Periods of Suspension and/or Revocations on Certificates When Reissued, Mr. Carlos Quarles

Board discussion ensued. Some Board members said their concern was that Mr. Quarles entered into an agreement with the Board prior to the 2004 Board decision to notate suspensions on certificates. Board attorney Angela Evans stated that the 2004 Board decision is not an additional penalty; it's a way to disseminate information, according to Ms. Evans. She said agreed orders do not include a provision for individuals to agree that their suspension be placed on their certificate. Other Board members were concerned with approving the request based upon the nature of the reason for Mr. Quarles suspension, along with his other recent case

Agenda Book

history. The Board will be discussing notations on certificates along with other disciplinary matters at the October EPSB meeting.

2014-054

Motion made by Ms. Blevins, seconded by Mr. Ross, to approve the waiver request for Mr. Carlos Quarles.

Vote: *Yes (Ellen Blevins, Laura Schneider, Mike Ross, Shannon Treece, Cassandra Webb)*

No (Mary John O’Hair, Allen Kennedy, April Wood, David Whaley, Sandy Sinclair-Curry, Brandy Beardsley, Tolya Ellis)

Motion did not pass.

Request for Waiver of the Board’s Decision to Notate Periods of Suspension and/or Revocations on Certificates When Reissued, Ms. Kelly Harrod

Board discussion ensued. Some Board members said they felt that placing notations on certificates indefinitely was continuing part of a punishment on individuals. Districts that need to see suspensions and revocations on certificates have access to that information on the private EPSB website.

2014-055

Motion made by Mr. Ross, seconded by Ms. Schneider, to approve the waiver request for Ms. Kelly Harrod.

Vote: *Yes: (Ellen Blevins, Laura Schneider, Mike Ross, Shannon Treece, Cassandra Webb)*

No: (Mary John O’Hair, Allen Kennedy, April Wood, David Whaley, Sandy Sinclair-Curry, Brandy Beardsley, Tolya Ellis)

Abstain: Mary John O’Hair

Motion did not pass.

16 KAR 6:010. Request to Waive Language Requiring an Individual to Successfully Complete the Praxis II Middle School Science (0439)

2014-056

Motion made by Mr. Ross, seconded by Ms. Beardsley, to approve the waiver request.

Vote: *Unanimous*

Board Comments

The Board discussed again bringing back the notations on certificates discussion for October. Ms. Laura Schneider asked if a presentation can be given to the Board on PGES training so the Board is aware of training across the state.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
August 11, 2014**

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*

Motion made by Mr. Allen Kennedy, seconded by Ms. Sandra Sinclair-Curry, to return to open session.

Vote: *Unanimous*

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

Cassandra Webb, Michael Ross, Ellen Blevins, David Whaley, Brandy Beardsley, Laura Schneider, Tolya Ellis, Allen Kennedy, Sandra Sinclair-Curry, and Shannon Treece.

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

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
1403199	Hear
1405255	Hear
1405260	Hear
1405282	Defer for training
1405351	Defer for training
1405293	Defer for training
1405335	Defer for training
1405347	Admonish
1405276	Hear
1405289	Defer for training
1404236	Hear
1406368	Hear
1405270	Hear
1405245	Admonish
1405243	Admonish
1405253	Defer
1405301	Defer for training
1405287	Hear (<i>Ms. Blevins dissented</i>)
1405247	Hear

Agenda Book

1405295	Hear
1406358	Hear
1406362	Defer for training
1405278	Hear
140289	Admonish
140291	Hear
1405297	Hear
1405251	Hear (<i>Ms. Sinclair-Curry recused</i>)
1405349	Hear
1404229	Hear
1405303	Hear
1406364	Hear
1403197	Hear
1403187	Defer
140233	Dismiss
1405266	Hear
1405280	Hear
1405268	Defer
1405299	Defer for training
1002122	Dismiss
1403147	Hear
1405264	Dismiss
1107534	Dismiss
1010586	Dismiss
14017	Dismiss
1209542	Dismiss
1407429	Hear

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
14571	Approve
14688	Approve
14735	Approve
14754	Approve
14749	Deny
14795	Deny
14820	Deny
14822	Approve
14733	Defer
14580	Approve
14579	Defer
14655	Approve
14623	Approve
14647	Approve

Agenda Book

14598	Approve
14662	Approve
14521	Approve
14555	Approve
14672	Approve
14681	Approve
14670	Approve
14708	Approve
14705	Approve
14727	Approve
14726	Approve
14753	Approve
14506	Approve
14768	Approve
14789	Approve
14805	Approve
14813	Approve
14810	Approve
14706	Deny
14536	Approve

Agreed Orders

Case Number

Decision

1304269 (Kevin Stull)

Accept Agreed Order admonishing Respondent for violating the *Administration Code for Kentucky's Educational Assessment Program*. The Board reminds Respondent that he has a duty to follow all administrative procedures related to student testing for the well-being of the students and for the integrity of the testing process. The Board will tolerate no further acts of misconduct by Respondent.

Additionally, Respondent shall provide written proof to the Board, on or before May 1, 2015, that he has received six (6) hours of ethics training. Should Respondent violate this condition, his certificate shall be suspended and will remain so until the condition is met. Any expense incurred for said training shall be paid by Respondent.

Vote: *Unanimous*

1112918 (Amy Noles)

Accept Agreed Order revoking Respondent's certificate for a period of five (5) years beginning June 1, 2012. Respondent shall surrender the original certificate and all

Agenda Book

copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

In addition to any educational and testing requirements, reissuance of a certificate to Respondent after the five (5) year revocation period is conditioned upon the following:

1. Respondent must provide written proof that she has completed twelve (12) hours of Board approved professional development/training in the areas of ethics and student/teacher boundaries. Any cost for this training shall be paid by Respondent. Respondent will not be issued a certificate if she does not provide proof of this training.
2. Respondent must provide written proof that she has completed all requirements of Graves Circuit Court Case No. 12-CR-00080. Respondent will not be issued a certificate if she does not provide proof of completion of the requirements.

Vote: *Unanimous*

1211686 (Rita Rector)

Accept Agreed Order admonishing Respondent for violation of SBDM laws. As an administrator, Respondent has a duty to be aware of and follow all SBDM council laws. Respondent failed in this duty when she continually violated these laws. The Board will tolerate no further acts of misconduct by Respondent.

Respondent shall provide written proof to the Board, by May 1, 2015, that she has completed twelve (12) hours of training focused on the duties and authority of the local board of education; the duties and authority of the school council and her role as principal in interacting with both groups. Should Respondent 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 Respondent.

Vote: *8-2 (Ms. Schneider and Dr. Whaley dissented)*

1304262 (Jennifer Knight)

Accept Agreed Order admonishing Respondent for failing to follow the administrative procedures related to student testing. Strict compliance with the *Administration Code for Kentucky's Educational Assessment Program* ensures the well-being of the students and the integrity of the testing process are maintained. The Board will not tolerate any further violations of testing procedures by Respondent. On or before January 1, 2015, Respondent shall provide

Agenda Book

written proof to the Board that she has successfully completed three (3) hours of Administration Code training, as approved by the Board, as well as twelve (12) hours of professional development or training, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate, and any future endorsements or new areas of certification, shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

0906417 (Steven Skees)

Accept Agreed Order which states that Respondent shall be issued a teaching certificate in Kentucky only after completing a traditional educator preparation program or meeting the requirements for issuance for alternative certificate under KRS 161.048. Respondent shall not be eligible for an emergency teaching certificate or emergency substitute certificate until he has been issued either a statement of eligibility or a temporary provisional certificate.

Additionally, at the time of application for certification, Respondent shall submit proof that he has completed the following conditions:

1. Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in the area of educator ethics as approved by the Board. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, he will not be issued a certificate until proof of completion has been received by the Board;
2. Respondent shall provide proof that he has been assessed by Kentucky state licensed anger management counselor and completed any recommended counseling or training in anger management or stress management. Any expense for the counseling or training shall be paid by Respondent. If Respondent fails to satisfy this condition, he will not be issued a certificate until proof of completion has been received by the Board; and
3. Respondent shall provide, in addition to any criminal background reports required for certification, a copy of his criminal background check from the Administrative Office of the Courts (AOC) dated within a month of the date of his

Agenda Book

application is submitted to the Board. Respondent shall have no pending charges, any pending sentences of probation or diversion, or any convictions within prior five (5) years of the date his application is submitted to the Board. Failure to meet any of these conditions will result in a denial of the application for certification.

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

Vote: *Unanimous*

1209579 (Traci Ray)

Accept Agreed Order in which Respondent voluntarily surrenders the following certifications issued to her certificate:

Professional Certificate for Instructional Leadership – Principal, All Grades, Level 2

Statement of Eligibility for Provisional Certificate for Instructional Leadership – Principal, All Grades, Level 2

Respondent may continue to renew and maintain her Professional Certificate for Instructional Leadership Supervisor of Instruction, Level 2; however, she shall neither apply for, nor be issued, any additional administrative certifications in the Commonwealth of Kentucky at any time in the future.

Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1303177 (Lori Wells)

Accept Agreed Order subjecting any certificate issued to Respondent to the following probationary conditions:

1. On or before November 1, 2014, Respondent shall provide written evidence to the Board from a Kentucky licensed or certified psychiatrist or mental health professional that she has complied with a comprehensive evaluation and is fit to return to the classroom, presents as capable of performing her duties as a teacher, is not a danger to herself or others, and is compliant with all treatment recommendations. The financial cost of any evaluation, treatment, and/or reports is to be paid by Respondent. Should Respondent fail to satisfy this condition by November 1, 2014, her certificate shall be automatically suspended until such condition is satisfied.

Agenda Book

2. At the Board's request, Respondent shall sign a release of information with the evaluating psychiatrist and/or mental health professional and subsequent treatment providers allowing the Board to review her evaluation and treatment records. Should Respondent fail to satisfy this condition upon the Board's request, her certificate shall be automatically suspended until such condition is satisfied.

3. On or before November 1, 2014, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board, and shall present written evidence to the Board that she has complied with the assessment process and is compliant with any and all treatment recommendations. Should Respondent fail to satisfy this condition by November 1, 2014, her certificate shall be automatically suspended until such condition is satisfied.

4. On or before July 1, 2015, Respondent shall provide written proof to the Board that she has successfully completed twelve (12) hours of educator ethics professional development or training, with a focus on the Professional Code of Ethics for Kentucky Certified School Personnel, as approved by the Board. Should Respondent fail to satisfy this condition by November 1, 2015, her certificate shall be automatically suspended until such condition is satisfied.

5. Respondent shall not receive any disciplinary action involving neglect of duty 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, including any appeal therefrom. If Respondent fails to satisfy this condition, her 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.

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*

1303211 (Phillip Harned)

Accept Agreed Order suspending Respondent's administrative certificate for a period of two (2) years. Respondent shall be prohibited from applying for any additional administrative certificates during the two (2)

Agenda Book

year period. Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Prior to reinstatement of Respondent's administrative certificate, Respondent shall complete the following reinstatement conditions:

1. Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in the area of educator ethics, with a focus on the Professional Code of Ethics for Kentucky Certified Personnel, as approved by the Board. Any expense incurred for said training shall be paid by Respondent;
2. Respondent shall provide written proof to the Board that he has completed professional development/training in the area of professionalism and successful leadership, as approved by the Board. Any expense incurred for said training shall be paid by Respondent; and
3. Respondent shall provide written proof that he has received professional development/training in the area of sexual harassment awareness, as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

If Respondent fails to satisfy these conditions prior to the conclusion of the two (2) year suspension period, his administrative certificate shall not be reinstated until Respondent completes the required training and provides the appropriate written proof to the Board.

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

Vote: *Unanimous*

1211669 (Darryl Watson)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. As an educator, Respondent has a duty to create and maintain a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students. Respondent violated this duty by having inappropriate conversations with students. Respondent shall also refrain from taking students off campus without proper authorization. Respondent has provided proof that he has completed 19 hours of professional development related to this incident.

Agenda Book

The training includes three (3) hours of Cultural Competence Awareness, four (4) hours of Classroom Management Training, three (3) hours in Social Skills: Relating to Your Students' Needs, and three (3) hours of Diversity Training.

Vote: *Unanimous*

14381 (Melissa Pedron)

Accept Agreed Order which states that upon acceptance of this agreement by the Board, Respondent shall be issued a Kentucky 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:

1. Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and shall present written evidence to the Board that she has complied with the assessment process. 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 on the Professional Code of Ethics for Kentucky Certified School Personnel, as approved by the Board. Any expense required for said training shall be paid by Respondent.

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

1. If Respondent's chemical dependency counselor makes any treatment recommendations, Respondent shall comply with the treatment recommendations. Respondent shall submit quarterly written progress reports from her counselor to the Board until such time as the counselor releases her from treatment. Any expense for the treatment and/or written reports shall be paid by Respondent. Failure to comply with this condition will result in Respondent's certificate being automatically suspended until Respondent is in compliance.

2. Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Respondent is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled substance or alcohol, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will

Agenda Book

result in Respondent's certificate being automatically suspended pending Board review and disposition.

3. Respondent shall submit a copy of her current criminal record, as prepared by the Administrative Office of the Courts, with any application for renewal of her certification(s) and/or for additional certification(s). Any expense required to satisfy this condition shall be paid by Respondent. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Respondent or on her behalf.

Vote: *Unanimous*

1310727 (John Jagers)

Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days beginning June 15, 2014. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Additionally, Respondent must provide written proof that he has completed twelve (12) hours of Board approved professional development/training in the area of educator ethics, including a component on the appropriate use of technology, no later than May 1, 2015. Any expense incurred for the training shall be paid by Respondent. Failure to comply with the training requirements by May 1, 2015 will result in an automatic suspension of Respondent's teaching certificate and it will remain suspended until he completes the requirements contained in this Agreed Order.

Vote: *Unanimous*

1306391 (Elizabeth Gust)

Accept Agreed Order revoking Respondent's certificate. Respondent shall immediately surrender the original and all copies of this certificate to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Respondent shall neither apply for nor be issued a teaching certificate in the Commonwealth of Kentucky for the remainder of her lifetime.

Vote: *Unanimous*

Agenda Book

140119 (Ashley Madden) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that, as a teacher, she has a duty to uphold the dignity and integrity of the teaching profession. Driving under the influence of alcohol is dangerous, and this type of behavior sets a horrible example for students. The Board will not tolerate any further incidents of misconduct by Respondent. On or before September 1, 2014, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations on or before September 1, 2014, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent. Failure to fulfill this requirement will result in an automatic suspension of Respondent's teaching certificate, and it will remain suspended until she is in compliance with the terms of the Agreed Order.

Vote: *Unanimous*

14170 (Holly Bayko) Accept Agreed Order which states that Respondent shall be issued a Kentucky teaching certificate upon providing proof that she has met the academic and testing requirements necessary for issuance of a certificate and upon providing proof that she has complied with the following conditions:

1. Respondent shall provide written proof to the Board that she has fulfilled all the terms of the probation she entered into on March 18, 2014 in resolution of Scott District Court Case Number 14-M-00108.
2. Respondent shall provide written proof to the Board that she has successfully completed twelve (12) hours of professional development or training, as approved by the Board, on teacher ethics. Any expense for the training shall be paid by Respondent.
3. Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and shall provide written proof to

Agenda Book

the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. Any expense for the assessment, treatment, and/or written report(s) shall be paid by Respondent.

In order to maintain or obtain any certificate in the future, Respondent shall comply with the following:

1. Respondent shall immediately submit to any random drug testing requested by the Board and shall have no positive drug tests. Any expense for the drug testing shall be paid by Respondent. Failure to comply with this condition will result in Respondent's certificate being automatically suspended for further action by the Board.
2. Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. Failure to comply with this condition will result in Respondent's certificate being automatically suspended for further action by the Board.
3. Respondent shall submit a current national and state criminal background check to the Board with any application for renewal of her certification(s) and/or for additional certification(s). Any expense for the criminal background check(s) shall be paid by Respondent. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Respondent or on her behalf.

Respondent is aware that should she violate KRS 161.120, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1311769 (Blair Winders)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1407429 (Randall Fryman)

Accept Agreed in which Respondent voluntarily, knowingly, and intelligently surrenders his teaching

Agenda Book

certificate and agrees to not apply for, nor be issued, a teaching or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon the acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

Recommended Order

Case Number

Decision

07-0111 (Orion Bazzell)

Accept the Hearing Officer's Recommended Order of Default and Permanently Revoke Respondent's certificate.

Vote: *Unanimous*

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

Vote: *Unanimous*

Meeting adjourned at 2:35 p.m.

Next Meeting: **October 13, 2014**
 9:00 AM
 EPSB Board Room
 Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE
Consent Item C**

Action Item:

2014-15 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 the local school district application for the Emergency Non-Certified School Personnel Program, 2014-15, 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 Hancock County school district for re-enrollment in the program for the 2014-15 school year.

Alternative Actions:

1. Approve staff recommendation
2. Modify and approve staff recommendation
3. Do not approve staff recommendation

Staff Recommendation:

Alternative 1

Rationale:

The district recommended has submitted a written letter of application as required by 16 KAR 2:030 and has requested re-enrollment in this program for 2014-15.

Contact Person:

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

Date:

October 13, 2014

Agenda Book

16 KAR 2:030. Substitute teachers and emergency school personnel.

RELATES TO: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position issued by the Education Professional Standards Board. KRS 161.100 provides for the issuance of an emergency certificate. This administrative regulation establishes a Certificate for Substitute Teaching, the priority selection process for employing a substitute teacher, and the Emergency Noncertified School Personnel Program.

Section 1. (1) The Certificate for Substitute Teaching shall be issued in accordance with the pertinent Kentucky statutes and administrative regulations of the Education Professional Standards Board to an applicant who:

(a) Holds a valid statement of eligibility for a Kentucky teaching certificate; or
(b) Has previously held a Kentucky certificate for classroom teaching for which the completion of a four (4) year program of teacher preparation and a bachelor's degree were required.

(2) The Certificate for Substitute Teaching shall be issued initially for a duration period of five (5) years and may be reissued or renewed upon recommendation of the employing school district superintendent.

(3) The Certificate for Substitute Teaching shall:

(a) Be valid for substitute teaching; and

(b) Not be valid:

1. For continuous part-time employment for classroom teaching; or

2. As a permanent replacement for a teacher of record for the remainder of the school year.

Section 2. To employ a substitute teacher during the temporary absence of the teacher of record for a position, priority in selection and employment shall be given in accordance with the following order:

(1) A teacher who holds appropriate regular certification corresponding to the grade level of the teaching assignment;

(2) A teacher who holds regular certification for classroom teaching at any grade level;

(3) A teacher who holds the Certificate for Substitute Teaching;

(4) Except as provided in subsection (5) of this section, a person certified on an emergency basis for substitute teaching pursuant to 16 KAR 2:120, who shall be called according to the following descending order relating to the amount of college hours completed:

(a) A Bachelor's degree;

(b) At least ninety-six (96) semester hours of college credit;

(c) From sixty-four (64) to ninety-five (95) semester hours of college credit;

(5) A person certified on an emergency basis for substitute teaching in a health, technical, or industrial occupation with a minimum of four (4) years of occupational experience in the area to be taught and a high school diploma or its equivalent as determined by evidence of a passing score on the General Education Development Test.

Section 3. If a district is unable to employ a substitute teacher using the priority selection process established in Section 2 of this administrative regulation, a district may utilize a person through the Emergency Noncertified School Personnel Program established by the Education Professional Standards Board. A district seeking participation in this program shall apply to and receive approval from the Education Professional Standards Board on an annual basis.

(1) A district shall submit a written letter of application for participation in the Emergency Noncertified School Personnel Program. A district may make application at any time during the school year. The application letter shall be reviewed for approval by the Education Professional Standards Board based upon the following documented components:

(a) The number of teaching days not filled with an appropriately certified teacher or appropriately certified emergency substitute in the preceding school year;

(b) The extent and anticipated usage of emergency school personnel;

(c) A plan to eliminate the need for emergency school personnel in the future;

(d) The steps taken by the district to recruit and retain emergency certified personnel;

(e) The recruitment of persons with a high school diploma or its equivalent as determined by evidence of a passing score on the General Education Development Test, age twenty-five (25) or over, except an individual enrolled in an approved teacher education program who may be less than twenty-five (25) years old;

(f) Recruitment of parents or other paraprofessionals assigned to the school;

(g) A detailed outline of a minimum eighteen (18) clock hour orientation program including emphasis on student safety, district policies, and procedures; and

(h) An outline of the district screening process, including the required criminal record and reference check.

(2) Upon Education Professional Standards Board approval of the plan for the school year, the district shall:

(a) Submit a list, by name, Social Security number, and school, of personnel meeting the requirements established in subsection (1) of this section;

(b) Submit a quarterly report to the Education Professional Standards Board identifying the number of days personnel were utilized under this plan;

(c) Submit a summary evaluation of the program at the end of the school year for which approval was received from the Education Professional Standards Board; and

(d)1. Utilize emergency school personnel in a single school for which the staff member has been approved and assigned by the district; or

2. If the staff member participated in the district's Emergency Noncertified School Personnel Program the previous school year, the district may choose to utilize the staff member in more than one (1) school in the district.

(3) A district that was approved by the Education Professional Standards Board to operate an Emergency Noncertified School Personnel Program the preceding year may file Form TC-EN requesting renewal for continuation of the program. Renewal shall be contingent upon:

(a) Demonstration of the continued need for the program; and

(b) Successful evaluation of the previous year's program pursuant to reporting requirements of this administrative regulation.

Section 4. Incorporation by Reference. (1) Form TC-EN, May 2002, is incorporated by reference.

Agenda Book

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (SBE 42.815; 1 Ky.R. 504; eff. 3-12-75; Am. 8 Ky.R. 1165; eff. 6-2-82; 11 Ky.R. 637; 980; eff. 12-11-84; 1481; eff. 5-14-85; 19 Ky.R. 1140; 1540; eff. 1-4-93; 24 Ky.R. 1140; 1507; eff. 1-12-98; 26 Ky.R. 896; 1156; eff. 12-16-99; 27 Ky.R. 1077; eff. 12-21-2000; 28 Ky.R. 2246; 2574; eff. 6-14-2002; recodified from 704 KAR 20:210, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item D

Action Item:

Union College: Gifted Education P-12 Endorsement (Graduate Level)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030

16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program addition?

UNION COLLEGE

8.0 ENDORSEMENTS

Gifted Education Grades P-12 (Graduate Level)

Background:

The proposed Gifted Education P-12 Endorsement is designed to be a certification option within the Teacher Leader Master's program at Union College. The program is designed for candidates who are seeking an endorsement in gifted education along with the master's degree or for candidates who are seeking only the endorsement certification. The program is addressing requests from the P-12 partners for new programs that focus on the objectives of Kentucky's Unbridled Learning Initiative while utilizing a fully online delivery method. Courses and experiences in this program build upon course readings, assignments, and clinical placements. The curriculum and course embedded assessments are aligned to the Kentucky Teacher Standards, Kentucky Core Academic Standards, and the National Association for Gifted Children Standards.

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, Content Area Program Reviewers, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set forth by the EPSB. The supporting documents for the proposal (program review documents which include 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 preparation program addition.
2. Do not approve the proposed 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:

October 13, 2014

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

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 E

Action Item:

University of Kentucky: Visual Impairments Grades P-12 Initial (Graduate Level)

Visual Impairments Grades P-12 Option 6 (Graduate Level)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048

16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program additions?

UNIVERSITY OF KENTUCKY

7.0 EXCEPTIONAL CHILDREN

Visual Impairments Grades P-12 Initial (Graduate Level)

Visual Impairments Grades P-12 Option 6 (Graduate Level)

Background:

The Visual Impairments (VI) programs at UK will prepare candidates to provide educational services to student who are visually impaired or blind. Teachers who are certified to work with blind students often work with students individually in several schools across a district. These itinerant teachers (TVIs) provide modifications so the student can fully access the core curriculum in the classroom. The TVIs also provide instruction in the Expanded Core Curriculum by teaching skills such as braille, use of low vision devices, use of assistive technology, organizational skills, social interaction skills, sensory efficiency skills, and recreation and leisure.

The VI programs are hybrid, including both face-to-face and online courses. Attention is given to providing candidates with the opportunity to develop skills in research-based practice that encourages growth as reflective leaders focusing on improved learning for individuals with visual impairments. Candidates are taught to critically analyze their own teaching to engage in ongoing self-improvement. The programs are designed to assess candidate proficiency and program effectiveness. Continuous assessment involves a developmental approach in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex pedagogical and professional tasks. A wide range of data

Agenda Book

items, i.e., GPAs, admissions tests, clinical evaluations and certification exam pass rates, is reviewed by program faculty, audited and monitored at the unit level, and fed into the unit's comprehensive data system.

The graduate level initial certification programs are designed for candidates who have a minimum of a bachelor's degree in a field other than education. The program requires the admission criteria outlined in 16 KAR 5:020 and requires passing grades in all coursework with an overall 3.0 GPA, successful field and student teaching experiences and a demonstration of attainment of all required standards. Candidates complete a minimum of 200 hours of field experience followed by a 70 day, full-time student teaching experience under a certified TVI in an itinerant setting.

The Option 6 program is designed for candidates who have a minimum of a bachelor's degree in a field other than education, but have a background in working with individuals with blindness and visual impairment. Candidates in this program will work as a TVI while going through the program and will be provided mentoring by school district and university personnel to ensure their success. Admission requirements for this program include all testing requirements, dispositions, 4 Cs, and Code of Ethics requirements. Program completion requires passing grades in all coursework with an overall GPA of 3.0, successful field experiences, and demonstration of attainment of all required standards. During coursework, Option 6 program candidates complete a minimum of 120 field hours followed by a 40-day culminating field experience which is supervised by the mentor and university supervisor.

Groups/Persons Consulted:

Content Area Program Reviewers
Reading Committee

Alternative Actions:

1. Approve the proposed Visual Impairments Grades P-12 preparation program additions.
2. Do not approve the proposed Visual Impairments Grades P-12 preparation program additions.

Committee Recommendation:

Alternative 1

Rationale:

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

Contact Person:

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Date:

October 13, 2014

Agenda Book

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

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.

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

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

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

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

Background:

KRS 161.028 (1) (v) (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 contracts were completed and signed by the executive director after approval was given by the board at a previous meeting.

Vendor Name	Services	Service Period	Contract Amount
Danville Independent Schools	Project Coordinator for the NBPTS SEED/KYNT3 Grant	July 1, 2014 through June 30, 2015	\$70,028.66
Franklin County Schools	Hybrid Teacher Leader Role for the NBPTS SEED/KYNT3 Grant	July 1, 2014 through June 30, 2015	\$30,641.95
EKU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$2,005.00
KSU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$802.00
MoSU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$3,208.00
MuSU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$4,411.00
NKU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$3,609.00
UK	KTIP/CTE	July 1, 2014 through June 30, 2015	\$1,203.00
UofL	KTIP/CTE	July 1, 2014 through June 30, 2015	\$2,205.50

Agenda Book

Vendor Name	Services	Service Period	Contract Amount
WKU	KTIP/CTE	July 1, 2014 through June 30, 2015	\$6,015.00
Eric Ray	Attorney	October 1, 2014 through June 30, 2016	\$120,272.77

Groups/Persons Consulted

SEED/KYNT3 Advisory Council

Contact Person:

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Date:

October 13, 2014

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

16 KAR 1:030. Procedures for certificate revocation, suspension, reinstatement and reissuance, and application denial. Amendment, Notice of Intent

Applicable Statutes and Regulation:

KRS Chapter 13A; KRS Chapter 13B; KRS 161.028; KRS 161.120; KRS 161.175; 16 KAR 1:020; 16 KAR 1:030

Applicable Goal:

Goal III: 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:

At the April 28, 2014, Board meeting a motion passed to establish regulations for the disciplinary process and procedures pertaining to the statutes related to discipline by the EPSB. In order to facilitate a discussion regarding changes to the regulation promulgated to enforce disciplinary procedures, staff has proposed an amendment to 16 KAR 1:030 that incorporates parts of the current disciplinary system. When the regulation was last amended in 2007, redundant language that was added to KRS 161.120 was removed, but language from the EPSB's disciplinary policy was not added. This proposed amendment specifically incorporates the process currently in practice and promulgates the board's disciplinary decisions into regulations.

Contact Person:

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Date:

October 13, 2014

1 **16 KAR 1:030. Procedures for certificate revocation, suspension, reinstatement and**
2 **reissuance, and application denial.**

3 RELATES TO: KRS 161.028(1), 161.120, 218A.010(5)

4 STATUTORY AUTHORITY: KRS 161.028(1), 161.175(2)

5 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education
6 Professional Standards Board to establish standards and requirements for obtaining and
7 maintaining a teaching certificate. KRS 161.175(2) authorizes the Education Professional
8 Standards Board to promulgate administrative regulations requiring a teacher whose certificate
9 has been suspended or revoked by the Education Professional Standards Board because the
10 teacher engaged in misconduct involving the illegal use of controlled substances to submit to
11 drug testing. This administrative regulation identifies the conditions for initiating a disciplinary
12 action against a teaching or administrative certificate and establishes procedures for certificate
13 reinstatement, reissuance, and application denial.

14 Section 1. Initiating Disciplinary Action Against a Certificate. (1) The Education
15 Professional Standards Board may initiate disciplinary action against a Kentucky teaching or
16 administrative certificate upon receipt from any source of a report or complaint which contains
17 allegations that an individual who holds a Kentucky teaching or administrative certificate has
18 engaged in conduct listed in KRS 161.120(1).

19 (2) Upon initiating a disciplinary action against a Kentucky teaching or administrative
20 certificate, the Education Professional Standards Board shall send a copy of the report or
21 complaint to the certificate holder.

22 (3) The certificate holder shall have thirty (30) days from receipt of the report or
23 complaint to submit a written rebuttal to the allegations.

Agenda Book

1 (4) At the conclusion of the thirty (30) day rebuttal period or upon receipt of the rebuttal,
2 whichever occurs first, the complaint or report shall be prepared for initial review by the
3 Education Professional Standards Board at its next regularly scheduled meeting.

4 (5) At the initial review of the disciplinary action, the Education Professional Standards
5 Board shall review a summary of the complaint or report and a copy of the rebuttal. The
6 summary and the rebuttal shall be redacted to remove proper names of persons and places to
7 ensure the certificate holder's confidentiality during the initial review.

8 (6) At the conclusion of the initial review, the Education Professional Standards Board
9 may take the following actions:

10 (a) Defer consideration of the disciplinary case until a future meeting for further
11 information;

12 (b) Dismiss the disciplinary case;

13 (c) Defer consideration of disciplinary case until a future meeting to give the certificate
14 holder an opportunity to complete remedial training or counseling in exchange for a dismissal of
15 the disciplinary case;

16 (d) Admonish the certificate-holder in accordance with KRS 161.120(4); or

17 (e) Order an investigation into the allegations found in the complaint or report.

18 (7) If other allegations of misconduct arise during the investigation into the allegations
19 found in the complaint or report, they may be investigated without further action by the
20 Education Professional Standards Board.

21 (8) At the conclusion of the investigation:

1 (a) If there is no credible evidence that the allegations of misconduct occurred, the
2 disciplinary case shall be presented to the Education Professional Standards Board at its next
3 regularly scheduled meeting to be dismissed; or

4 (b) If there is credible evidence that an individual who holds a Kentucky teaching or
5 administrative certificate has engaged in conduct listed in KRS 161.120(1), the disciplinary case
6 shall be prepared for a hearing in accordance with KRS 161.120 (5)(a).

7 Section 2. Reinstatement and Reissuance of Certificate. (1)(a) A certificate that has been
8 suspended by the Education Professional Standards Board shall not be reinstated until the
9 certificate holder has met all conditions and requirements ordered by the Education Professional
10 Standards Board.

11 (b) If a certificate lapses during a period of suspension, at the end of the suspension
12 period and upon completion of all conditions and requirements ordered by the Education
13 Professional Standards Board, the certificate holder shall apply for renewal of the certificate and
14 shall meet all educational requirements for renewal of the certificate.

15 (2) An individual whose certificate has been revoked shall complete the Form CA-1,
16 ~~["Application for Kentucky Certification or Change in Salary Rank", Form TC-1,]~~ incorporated
17 by reference in 16 KAR 2:010, and pay all applicable fees in accordance with 16 KAR 4:040
18 prior to the reissuance of the certificate.

19 (3) The burden of proving suitability for reissuance of a revoked certificate shall rest on
20 the applicant seeking reinstatement.

21 (4) If reissuing a certificate, the Education Professional Standards Board may include
22 terms and conditions that the board reasonably deems appropriate as a condition of reissuance in
23 accordance with KRS 161.120(11)(b).

1 (5) An applicant for reissuance of a revoked certificate shall satisfy all current
2 educational requirements for the certificate.

3 (6)(a) If a certificate is suspended or revoked because the certificate holder engaged in
4 misconduct involving the illegal use of a controlled substance as defined in KRS 218A.010(5), in
5 addition to conditions for reinstatement or reissuance, the certificate holder shall at the certificate
6 holder's own expense provide written evidence that the certificate holder has submitted to a drug
7 test administered by a drug testing facility approved by the Education Professional Standards
8 Board within thirty (30) days of reinstatement or submission of an application for reissuance of
9 the certificate.

10 (b) If the results of the drug test indicate drug use by the certificate holder, the certificate
11 shall not be reinstated or reissued.

12 (c) The certificate holder shall arrange for the drug testing facility to send the results of
13 the drug test directly to the Education Professional Standards Board.

14 (d) A drug test conducted under this subsection shall at a minimum test for the following
15 controlled substances:

- 16 1. Marijuana;
- 17 2. Cocaine;
- 18 3. Opiates;
- 19 4. Amphetamines;
- 20 5. Phencyclidene;
- 21 6. Morphine;
- 22 7. MDMA (Ecstasy);
- 23 8. Methadone;

- 1 9. Benzodiazepines;
- 2 10. Barbiturates; and
- 3 11. Oxycodone.

4 (e)1. A certificate holder subject to the terms of this subsection may petition the
5 Education Professional Standards Board to approve a drug testing facility of the certificate
6 holder's choice.

7 2. The petition shall contain the following information:

- 8 a. The drug testing facility's name and location;
- 9 b. The name and telephone number for the director of the facility;
- 10 c. The method of test specimen collection;
- 11 d. The drug testing facility's method of assuring identity of the test subject;
- 12 e. Procedures for testing specimens, including forensic testing methods; and
- 13 f. Chain of custody protocols.

14 Section 3. Denial of Application for a Certificate. If the Education Professional Standards
15 Board denies an individual's application for a Kentucky teaching or administrative certificate
16 pursuant to this administrative regulation, the individual may file an appeal in accordance with
17 KRS 161.120(5)(a)2.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

Amendment to EPSB's Determining Probable Cause to Take Disciplinary Action Procedure, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.120, 16 KAR 1:020, 16 KAR 1:030

Applicable Goal:

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

Issue:

Should the EPSB approve the proposed amendments to the EPSB's Determining Probable Cause to Take Disciplinary Action Procedure contained in the EPSB's Policy and Procedure Manual?

Background:

At the April 28, 2014, Board meeting a motion passed to establish regulations for the disciplinary process and procedures pertaining to the statutes related to discipline by the EPSB. In order to facilitate a discussion regarding changes to the disciplinary system, staff has provided an amendment to the Determining Probable Cause to Take Disciplinary Action Procedure that incorporates a part of the process not clearly stated in the current edition, the standard for opening a case. Staff has been using this standard to initiate disciplinary matters, but this proposed amendment will specifically delineate the standard of proof.

To provide historical information, staff has also provided two previously proposed draft amendments to the current policy that were considered by the Board. The proposed amendments were either pulled from consideration prior to final action by the Board or passed for consideration by the Board at first reading. These are provided for Board members to review in order to facilitate discussions regarding any other changes to the policy members might want to propose.

Contact Person:

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Date:

October 13, 2014

Education Professional Standards Board
DETERMINING PROBABLE CAUSE TO TAKE DISCIPLINARY ACTION
PROCEDURE
Amended November 19, 2007
(Approved August 26, 2002)

Pursuant to KRS 161.120(1), the Education Professional Standards Board (hereinafter “the Board”) may take disciplinary action against certified educators. Superintendents have a duty to report misconduct within 30 days of the incident and may be subject to disciplinary action for failing to so report. In addition, other sources may submit complaints to the Board’s legal staff. Legal staff shall initiate a disciplinary case when the allegation in the report or complaint contains credible evidence which establishes an act prohibited by KRS 161.120 (1).

Upon opening a disciplinary case, the legal staff sends the educator (“respondent”) a copy of the complaint received and he or she is advised in writing of the right to submit any rebuttal material within 30 days. The respondent also has the ability to request a delay in submitting a rebuttal. (This is frequently the case when an employment tribunal or concurrent civil or criminal trial is involved.) Board policy is to authorize legal staff to grant such requests at their discretion and for good cause.

Following receipt of a rebuttal or the expiration of the time limit for its submission, the initial case is presented by legal staff at the next regularly scheduled board meeting. At that time, if the Board does not request further information, it makes one of the following “probable cause” determinations:

Dismiss: The complaint against the educator shall be dismissed. The dismissal may not be based upon the merits of the case, but rather some other aspect, such as weak facts, incomplete reporting, lack of cooperation from witnesses, etc.; therefore, subsequent action on this complaint is not prohibited.

Deferral for Training: The evidence presented to the Board indicates that the respondent would benefit from remedial training. The Board shall defer consideration of this case in order to offer the respondent an opportunity to complete the suggested training. If the respondent provides written proof to the Board that he or she has successfully completed the recommended training, the Board shall dismiss the case.

Admonish: The evidence presented to the Board provides a clear indication that the alleged misconduct did, in fact, occur; however, it is not serious enough to warrant a suspension of the certificate. The Board issues a written admonishment to the educator with a copy to his or her superintendent.

Refer to Hearing: The evidence, if true, would indicate that punitive action should be taken against the certificate. Legal staff shall further investigate the allegations and proceed toward an administrative hearing in accordance with KRS 13B.

Education Professional Standards Board

**DETERMINING PROBABLE CAUSE TO TAKE DISCIPLINARY ACTION
PROCEDURE**

Amended January 7, 2013

(Amended November 19, 2007)
(Approved August 26, 2002)

Pursuant to KRS 161.120(1), the Education Professional Standards Board (hereinafter “the Board”) may take disciplinary action against certified educators. Superintendents have a duty to report misconduct within 30 days of the incident and may be subject to disciplinary action for failing to so report. In addition, other sources may submit complaints to the Board’s legal staff. Legal staff shall initiate a disciplinary case when the allegation in the report or complaint establishes an act prohibited by KRS 161.120 (1).

Upon initiating a disciplinary case, a notice that a complaint is pending for the Board’s review shall appear on the Board’s website with access limited to school district administrators. ~~Upon opening a disciplinary case,~~ The legal division staff shall send ~~[sends]~~ the educator (“respondent”) a copy of the complaint received by certified mail and advise the respondent ~~he or she is advised]~~ in writing of the right to submit any rebuttal material within 30 days. The respondent also has the ability to request a delay in submitting a rebuttal. (This is frequently the case when an employment tribunal or concurrent civil or criminal trial is involved.) Board policy is to authorize legal staff to grant such requests at their discretion and for good cause.

Following receipt of a rebuttal or the expiration of the time limit for its submission, the initial case is presented by legal staff at the next regularly scheduled Board meeting. At that time, if the Board does not request further information, it makes one of the following “probable cause” determinations:

Dismiss: The complaint against the educator shall be dismissed. The dismissal may not be based upon the merits of the case, but rather some other aspect, such as weak facts, incomplete reporting, lack of cooperation from witnesses, etc.; therefore, subsequent action on this complaint is not prohibited.

Deferral for Training: The evidence presented to the Board indicates that the respondent would benefit from remedial training. The Board shall defer consideration of this case in order to offer the respondent an opportunity to complete the suggested training. If the respondent provides written proof to the Board that he or she has successfully completed the recommended training, the Board shall dismiss the case.

Admonish: The evidence presented to the Board provides a clear indication that the alleged misconduct did in fact occur; however, it is not serious enough to warrant a suspension of the certificate. The Board issues a written admonishment to the educator with a copy to his or her superintendent.

Agenda Book

Refer to Hearing: The evidence, if true, would indicate that punitive action should be taken against the certificate. Legal staff shall further investigate the allegations and proceed toward an administrative hearing in accordance with KRS 13B.

If an agreed order or final order issued by the Board suspends or revokes a respondent's certificate, the respondent shall surrender his or current certificate to the Division of Legal Services. Upon reinstatement or reissuance of the certificate, the period of suspension and revocation shall be noted on the certificate. Suspension and revocation periods shall also be noted on the Board's website.

Education Professional Standards Board
DETERMINING PROBABLE CAUSE TO TAKE DISCIPLINARY ACTION
PROCEDURE
Amended November 19, 2007
(Approved August 26, 2002)

Pursuant to KRS 161.120(1), the Education Professional Standards Board (hereinafter “the Board”) may take disciplinary action against certified educators. Superintendents have a duty to report misconduct within 30 days of the incident and may be subject to disciplinary action for failing to so report. In addition, other sources may submit complaints to the Board’s legal staff. Legal staff shall initiate a disciplinary case when the allegation in the report or complaint establishes an act prohibited by KRS 161.120 (1).

Upon opening a disciplinary case, the legal staff sends the educator (“respondent”) a copy of the complaint received and he or she is advised in writing of the right to submit any rebuttal material within 30 days. The respondent also has the ability to request a delay in submitting a rebuttal. (This is frequently the case when an employment tribunal or concurrent civil or criminal trial is involved.) Board policy is to authorize legal staff to grant such requests at their discretion and for good cause.

Following receipt of a rebuttal or the expiration of the time limit for its submission, the initial case is presented by legal staff at the next regularly scheduled Board meeting. At that time, if the Board does not request further information, it makes one of the following “probable cause” determinations:

Dismiss: The complaint against the educator shall be dismissed. The dismissal may not be based upon the merits of the case, but rather some other aspect, such as weak facts, incomplete reporting, lack of cooperation from witnesses, etc.; therefore, subsequent action on this complaint is not prohibited; or

The Board without making a determination of whether the allegations contained in the complaint are true believes that either remedial training obtained by the respondent or the local employment discipline issued in this matter was appropriate. If the Board receives further complaints against the respondent, subsequent action on this complaint is not prohibited.

Deferral for training: The evidence presented to the Board indicates that the respondent would benefit from remedial training. The Board shall defer consideration of this case in order to offer the respondent an opportunity to complete the suggested training. If the respondent provides written proof to the Board that he or she has successfully completed the recommended training, the Board shall dismiss the case.

Admonish: The evidence presented to the Board provides a clear indication that the alleged misconduct did in fact occur; however, it is not serious enough to warrant a suspension of the certificate. The Board issues a written admonishment to the educator with a copy to his or her superintendent.

Refer to Hearing: The evidence, if true, would indicate that punitive action should be taken against the certificate. Legal staff shall further investigate the allegations and proceed toward an administrative hearing in accordance with KRS 13B.

DRAFT

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

New Policy: Policy and Procedure Development and Regulatory Promulgation Procedure, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.028, KRS Chapter 13A

Applicable Goal:

All Goals

Issue:

Should the EPSB approve the proposed Policy and Procedure Development and Regulatory Promulgation Procedure to be added to the EPSB's Policy and Procedure Manual?

Background:

Attached is an initial draft of a policy/procedure requested by the Board to guide the Board's development of future policies, procedures, and regulations. The attached draft procedure establishes the development of ad hoc committees and task forces when requested by the Board to study a specific issue, mandates specific guidelines for committee and task force membership, and requires that all new policy and regulations as well as amendments have at least two readings prior to approval.

This is an initial draft of the policy that the Board has been discussing in its work sessions and at its retreat. This draft incorporates the current procedure used by the Board and staff, so the Board may want to discuss further changes and request more information be included in the procedure.

Contact Person:

Ms. Alicia A. Sneed, Director
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(502) 564-4606
E-mail: Alicia.Sneed@ky.gov

Date:

October 13, 2014

Education Professional Standards Board
POLICY AND PROCEDURE DEVELOPMENT AND REGULATORY
PROMULGATION PROCEDURE
(Approved December 8, 2014)

In order to fulfill its statutory duties pursuant to KRS 161.028(1), Board members, members of the public, and staff may present issues to the Education Professional Standards Board (Board) for review. Additionally, the Board may be directed to study specific issues or promulgate regulations by act of the General Assembly. Upon identification of issues within its statutory authority, the Board may choose to delegate the review and investigation of the issues presented to a standing committee if the subject matter of the issue is germane to the standing committee's original jurisdiction or to create an ad hoc committee or task force to study and investigate the issue.

The Board shall adopt a guiding character for any ad hoc committee or task force which clearly defines the purpose of the committee or task force, establishes the timeline for the committee to complete its review and investigation, and describes the membership of the committee or task force. The membership of the committee or task force shall consist of individuals with expertise in the area to be studied from P-12 schools, educator preparation programs, and stakeholder groups. Additionally, the Board shall strive to ensure that the membership of all committees is geographically and ethnically diverse. Stakeholder groups include, but are not limited to, Kentucky Education Association, Kentucky Association of School Administrators, Kentucky Association of School Superintendents, Kentucky Association of School Boards, Pritchard Committee, Kentucky Parent Teacher Association, Kentucky Chamber of Commerce, Kentucky Department of Education, Council on Postsecondary Education, and educator specialty associations.

An ad hoc committee or taskforce shall report any findings and recommendations to the Board. The Board may adopt or modify and adopt the recommendations. Upon adoption of the recommendations, staff shall develop an implementation schedule for the recommendations for the Board's approval. If applicable, procedures or regulations shall be drafted for review and adoption by the Board.

Policy and procedures shall be developed to guide the Board and direct the staff on issues regarding internal management and the establishment of procedures or processes. An initial policy/procedure or an amendment to a policy/procedure shall be presented to the Board as an information item, initially. The Board may continue to review the item on its information agenda, if necessary, to finalize the policy/procedure or to take testimony from stakeholders. The Board shall not approve any policy/procedure or an amendment to a policy/procedure until it

has had two readings before the Board and has been published as an action item to give notice and an opportunity for review by stakeholders.

Regulations shall be developed in accordance with KRS Chapter 13A. A new regulation or a regulatory amendment shall be presented to the Board as an information item, initially. The Board may continue to review the item on its information agenda, if necessary, to finalize the regulation or to take testimony from stakeholders. The Board shall not approve any regulation or an amendment to a regulation until it has had two readings before the Board and has been published as an action item to give notice and an opportunity for review by stakeholders. Upon approval by the Board, the regulation or regulation amendment shall be filed in accordance with KRS Chapter 13A. During the promulgation process, the Director of Legal Services is designated to assist the Regulations Complier with any technical amendments to ensure the regulation or regulation amendment complies with the requirements of KRS Chapter 13A.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item E

Information Item:

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Notice of Intent

Applicable Statute and Regulation:

KRS 161.030

16 KAR 6:010

Applicable Goal:

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

Background:

Newly Developed Tests and Corresponding Passing Scores

During 2013 and 2014, Kentucky teachers and higher education faculty have participated in multi-state standard setting studies (SSS) conducted by the Education Testing Services (ETS) for multiple assessments. At the October board meeting, EPSB staff plan to include an action item using the multi-state SSS's recommended cut scores identified in the table below to become effective September 1, 2015.

The bulleted points highlight some changes:

- The new *Elementary Education: Reading and Language Arts (5002)* has been regenerated from (5032) which will be discontinued.
- The new *Elementary Education: Mathematics (5003)* has been regenerated from the (5033) which will be discontinued.
- The new *Health and Physical Education: Content Knowledge (5857)* has been regenerated from (5658) which has been discontinued.
- The new *Family and Consumer Sciences (5122)* has been regenerated from the (5121) which has been discontinued.
- The new *School Psychologist (5402)* has been regenerated from the (0401) which has been discontinued.
- The new *Middle School Science (5440)* has been regenerated from the (0439) which has been discontinued.
- The new *Gifted Education (5358)* has been regenerated from the (0357) which has been discontinued.
- The new *Agriculture (5701)* has been regenerated from the (0700) which has been discontinued.
- The new *Speech Language Pathology (5331)* has been regenerated from the (5330) which has been discontinued.

Agenda Book

Current	Proposed for 2015-2016	Proposed Cut Score
Elementary Education: Reading and Language Arts (5032)	Elementary Education: Reading and Language Arts (5002)	157
Elementary Education: Mathematics (5033)	Elementary Education: Mathematics (5003)	157
Health and Physical Education: Content Knowledge (5658)	Health and Physical Education: Content Knowledge (5857)	160
Family and Consumer Sciences (5121)	Family and Consumer Sciences (5122)	153
School Psychologist (0401)	School Psychologist (5402)	147
Middle School Science (0439)	Middle School Science (5440)	150
Gifted Education (0357)	Gifted Education (5358)	157
Agriculture (0700)	Agriculture (5701)	147
Speech Language Pathology (5330)	Speech Language Pathology (5331)	162

Contact Person:

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 E-mail: Donna.Brockman@ky.gov

Date:

October 13, 2014

1 **16 KAR 6:010. Examination prerequisites for teacher certification.**

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

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

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

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

11 Section 2. The Education Professional Standards Board shall require the test or tests and
12 passing scores identified in this section for each new teacher applicant and each teacher seeking
13 an additional certificate. (1) An applicant for Interdisciplinary Early Childhood Education
14 certification (birth to primary) shall take one (1) of the following tests and achieve the
15 corresponding passing score or higher:

16 (a) "Interdisciplinary Early Childhood Education (0023)" - 166; or

17 (b) "Interdisciplinary Early Childhood Education (5023)" - 166.

18 (2) An applicant for Elementary certification (grades P-5) shall take "Elementary
19 Education: Multi-Subjects Test (5031)" with the following passing scores on the corresponding
20 test sections:

21 (a) Until August 31, 2015:

22 1. "Reading and Language Arts (5032)" - 165;

23 2. ~~(b)~~ "Mathematics (5033)" - 164;

Agenda Book

1 3. [(e)] "Social Studies (5034)" - 155; and

2 4. [(d)] "Science (5035)" – 159; and

3 (b) Beginning September 1, 2015:

4 1. "Elementary Education: Reading and Language Arts (5002)" - 157;

5 2. "Elementary Education: Mathematics (5003)" - 157;

6 3. "Social Studies (5034)" - 155; and

7 4. "Science (5035)" - 159.

8 (3) An applicant for certification at the middle school level (grades 5 through 9) shall
9 take the content test or tests based on the applicant's content area or areas with the corresponding
10 passing scores as identified in this subsection:

11 (a) Middle School English and Communications:

12 ~~[1. Until August 31, 2014:~~

13 ~~a. "Middle School English Language Arts (0049)" - 158; or~~

14 ~~b. "Middle School English Language Arts (5049)" - 158; or~~

15 ~~2. Beginning September 1, 2014,]~~ "Middle School English Language Arts (5047)" - 164;

16 (b) Middle School Mathematics:

17 ~~[1. Until August 31, 2014, "Middle School Mathematics (0069)" - 148; or~~

18 ~~2. Beginning September 1, 2014,]~~ "Middle School Mathematics (5169)" - 165;

19 (c) Middle School Science:

20 1. Until August 31, 2015, "Middle School Science (0439)" - 144; or

21 2. Beginning September 1, 2015, "Middle School Science (5440) - 150; or

22 (d) Middle School Social Studies:

23 1. "Middle School Social Studies (0089)" - 149; or

Agenda Book

1 2. "Middle School Social Studies (5089)": - 149.

2 (4) An applicant for certification at the secondary level (grades 8 through 12) shall take
3 the content test or tests corresponding to the applicant's content area or areas with the passing
4 scores identified in this subsection:

5 (a) Biology:

6 1. "Biology: Content Knowledge (0235)" - 146; or

7 2. "Biology: Content Knowledge (5235)" - 146;

8 (b) Chemistry:

9 1. "Chemistry: Content Knowledge (0245)" - 147; or

10 2. "Chemistry: Content Knowledge (5245)" - 147;

11 (c) Earth Science:

12 1. "Earth and Space Sciences: Content Knowledge (0571)" - 147; or

13 2. "Earth and Space Sciences: Content Knowledge (5571)" - 147;

14 (d) English:

15 ~~[1. Until August 31, 2014:~~

16 ~~—— a. "English Language, Literature and Composition: Content and Analysis (0044)" - 166;~~

17 ~~or~~

18 ~~—— b. "English Language, Literature and Composition: Content and Analysis (5044)" - 166;~~

19 ~~or~~

20 ~~—— 2. Beginning September 1, 2014,] "English Language Arts: Content and Analysis (5039)"~~

21 ~~- 168;~~

22 (e) Mathematics:

23 ~~[1. Until August 31, 2014:~~

Agenda Book

1 ~~—— a.(i) "Mathematics: Content Knowledge (0061)" - 125; or~~
2 ~~—— (ii) "Mathematics: Content Knowledge (5061)" - 125; and~~
3 ~~—— b. "Mathematics: Proofs, Models and Problems, Part 1 (0063)" - 141; or~~
4 ~~—— 2. Beginning September 1, 2014,]~~ "Mathematics: Content Knowledge (5161)" - 160;

5 (f) 1. Physics: "Physics: Content Knowledge (0265)" - 133; or
6 2. "Physics: Content Knowledge (5265)" - 133; or

7 (g) Social Studies:

8 1. "Social Studies: Content and Interpretation (0086)" - 153; or
9 2. "Social Studies: Content and Interpretation (5086)" - 153.

10 (5) An applicant for certification in all grades shall take the content test or tests
11 corresponding to the applicant's area or areas of specialization identified in this subsection, and,
12 if a passing score is established in this subsection, the applicant shall achieve the passing score or
13 higher:

14 (a) Art:

15 1. "Art: Content and Analysis (0135)" - 161; or
16 2. "Art: Content and Analysis (5135)" - 161;

17 (b) Chinese: "Chinese (Mandarin): World Language (5665)" - 164;

18 (c) French: "French: World Language (5174)" - 162;

19 (d) German: "German: World Language (5183)" - 163;

20 (e) Health: "Health Education (5551) - 155; ~~[(0550)" - 630;]~~

21 (f) Health and Physical Education:

22 1. a. Until August 31, 2015:

23 i. "Health and Physical Education: Content Knowledge (0856)" - 156; or

Agenda Book

- 1 ii. “Health and Physical Education: Content Knowledge (5856) – 156; or
2 b. Beginning September 1, 2015, “Health and Physical Education: Content Knowledge
3 (5857) – 160; and
- 4 2. a. “Physical Education: Content and Design (0095)” – 169; or
5 b.. “Physical Education: Content and Design (5095)” – 169; [~~Movement Forms –~~
6 Analysis and Design (0092)” – 151;]
- 7 (g) Integrated Music:
- 8 1. “Music: Content and Analysis (0114)” - 162; or
9 2. “Music: Content and Instruction (5114)” - 162;
- 10 (h) Instrumental Music:
- 11 1. “Music: Content and Analysis (0114)” - 162; or
12 2.. “Music: Content and Analysis (5114)” – 162;
- 13 (i) Vocal Music:
- 14 1. “Music: Content and Analysis (0114)” – 162; or
15 2. “Music: Content and Analysis (5114)” – 162;
- 16 (j) Latin:
- 17 1. “Latin (0601)” - 166; or
18 2. “Latin (5601)” – 166;
- 19 (k) Physical Education:
- 20 1. “Physical Education: Content and Design (0095)” - 169; or
21 2. “Physical Education: Content and Design (5095)” - 169;
- 22 (l) School Media Librarian:
- 23 1. “Library Media Specialist (0311)” - 156; or

1 2. "Library Media Specialist (5311)" - 156;

2 (m) School Psychologist:

3 1. Until September 1, 2015, "School Psychologist (0401)" - 161; or

4 2. Beginning August 1, 2015, "School Psychologist (5402)" – 147; or

5 (n) Spanish: "Spanish: World Language (5195)" - 168.

6 (6) Except as provided in subsection (7) of this section, an applicant for certification for
7 teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders,
8 Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and
9 Severe Disabilities shall take the content test or tests based on the applicant's area or areas of
10 specialization with the corresponding passing scores as identified in this subsection:

11 (a) Communication Disorders:

12 1.a. "Special Education: Core Content Knowledge and Applications (0354)" - 151; or

13 b. "Special Education: Core Content Knowledge and Applications (5354)" - 151; and

14 2.a. "Speech-Language Pathology (0330)" - 600; or

15 b. i. Until August 1, 2015, "Speech-Language Pathology (5330)" - 600; or

16 ii. Beginning September 1, 2015, "Speech-Language Pathology (5331) – 162;

17 (b) Hearing Impaired:

18 1.a.. "Special Education: Core Knowledge and Applications (0354)" - 151; or

19 b. "Special Education: Core Knowledge and Applications (5354)" - 151; and

20 2. a. "Special Education: Education of Deaf and Hard of Hearing Students (0272)" - 160;

21 or

22 b. "Special Education: Education of Deaf and Hard of Hearing Students (5272)" – 160;

23 (c) Hearing Impaired With Sign Proficiency:

Agenda Book

- 1 1. a. "Special Education: Core Knowledge and Applications (0354)" - 151; or
2 b. "Special Education: Core Knowledge and Applications (5354)" – 151;
- 3 2. a. "Special Education: Education of Deaf and Hard of Hearing Students (0272)" - 160;
4 or
5 b. "Special Education: Education of Deaf and Hard of Hearing Students (5272)" -160;
- 6 and
- 7 3. One (1) of the following tests with a passing score of Intermediate Level:
- 8 a. "Sign Communication Proficiency Interview (SCPI)"; or
9 b. "Educational Sign Skills Evaluation (ESSE)";
- 10 (d) Learning and Behavior Disorders:
- 11 1. "Special Education: Core Knowledge and Mild to Moderate Applications (0543)" -
12 158; or
- 13 2. "Special Education: Core Knowledge and Mild to Moderate Applications (5543)" -
14 158;
- 15 (e) Moderate and Severe Disabilities:
- 16 1. "Special Education: Core Knowledge and Severe to Profound Applications (0545)" -
17 158; or
- 18 2. "Special Education: Core Knowledge and Severe to Profound Applications (5545)" -
19 158; or
- 20 (f) Visually Impaired:
- 21 1.a. "Special Education: Core Knowledge and Applications (0354)" - 151; or
22 b. "Special Education: Core Knowledge and Applications (5354)" - 151; and
- 23 2. a. "Special Education: Teaching Students with Visual Impairments (0282)" – 163; or

Agenda Book

1 b. "Special Education: Teaching Students with Visual Impairments (5282)" – 163.

2 (7) A holder of an exceptional child certificate in Learning and Behavior Disorders or
3 Moderate and Severe Disabilities who is seeking additional certification for any exceptional
4 children teaching certificate listed in subsection (6) of this section shall not be required to take:

5 (a) ~~["Education of Exceptional Students: Core Content Knowledge (0353);"~~

6 ~~——(b)] "Special Education: Core Knowledge and Applications (0354);"~~ or

7 (b) [(e)] "Special Education: Core Knowledge and Applications (5354)".

8 (8)(a) Except as provided in paragraph (b) of this subsection, an applicant for Career and
9 Technical Education certification to teach in grades 5 - 12 shall take the content test or tests
10 corresponding to the applicant's area or areas of specialization identified in this paragraph, and, if
11 a passing score is established in this paragraph, the applicant shall achieve the passing score or
12 higher:

13 1. Agriculture:

14 a. Until August 31, 2015, "Agriculture (0700)" - 520; or

15 b. Beginning September 1, 2015, "Agriculture (5701) – 147; or

16 2. Business and Marketing Education:

17 a. "Business Education (0101)" - 154; or

18 b. "Business Education (5101)" - 154;

19 3. Family and Consumer Science:

20 a. Until August 1, 2015:

21 i. "Family and Consumer Sciences (0121)" - 162; or

22 ii. ~~(b.)~~ "Family and Consumer Sciences (5121)" - 162; or

23 b.. Beginning September 1, 2015, "Family and Consumer Sciences (5122)" – 153; or

1 4. Engineering and Technology Education:

2 a. "Technology Education (0051)" – 159; or

3 b. "Technology Education (5051)" -159.

4 (b) An applicant for Industrial Education shall take the content test or tests corresponding
5 to the applicant's area or areas of specialization with the passing scores identified in 16 KAR
6 6:020.

7 (9) An applicant for a restricted base certificate in the following area or areas shall take
8 the content test or tests based on the applicant's area or areas of specialization with the
9 corresponding passing scores as identified in this subsection:

10 (a) English as a Second Language:

11 1. "English to Speakers of Other Languages (0361)" - 157; or

12 2. "English to Speakers of Other Languages (5361)" - 157;

13 (b) Speech/Media Communications:

14 1. "Speech Communication (0221)" - 146; or

15 2. "Speech Communication (5221)" – 146; or

16 (c) Theater:

17 1. "Theatre (0641)" – 162;

18 2. "Theatre (5641)" - 162.

19 (10) An applicant for an endorsement in the following content area or areas shall take the
20 content test or tests based on the applicant's area or areas of specialization with the passing
21 scores identified in this subsection:

22 (a) American Sign Language: "American Sign Language Proficiency Interview (ASLPI)"
23 administered by the Gallaudet University - 3+;

Agenda Book

1 (b) English as a Second Language:

2 1. "English to Speakers of Other Languages (0361)" - 157; or

3 2. "English to Speakers of Other Languages (5361)" – 157;

4 (c) Learning and Behavior Disorders, grades 8 - 12:

5 1. "Special Education: Core Knowledge and Mild to Moderate Applications (0543)" -

6 158; or

7 2. "Special Education: Core Knowledge and Mild to Moderate Applications (5543)" -

8 158;

9 (d) Literacy Specialist:

10 1. "Reading Specialist (0301)" - 164; or

11 2. "Reading Specialist (5301)" - 164;

12 (e) Gifted Education, grades primary - 12:

13 1. Until August 31, 2015, "Gifted Education (0357)" - 152; or

14 2. Beginning September 1, 2015, "Gifted Education (5358) – 157; or

15 (f) Reading Primary through Grade 12:

16 1. "Teaching Reading (0204)" - 153; or

17 2. "Teaching Reading (5204)" - 153.

18 Section 3. In addition to the content area test or tests established in Section 2 of this
19 administrative regulation, each new teacher shall take the pedagogy test and meet the passing
20 score identified in this section that corresponds to the grade level of certification sought. If a
21 certified teacher is seeking additional certification in any area, the applicant shall not be required
22 to take an additional pedagogy test.

Agenda Book

1 (1) An applicant for Elementary certification (grades primary – 5) shall take one (1) of
2 the following tests and achieve the corresponding passing score or higher:

3 (a) "Principles of Learning and Teaching: Grades kindergarten - 6 (0622)" - 160; or

4 (b) "Principles of Learning and Teaching: Grades kindergarten - 6 (5622)" - 160.

5 (2) An applicant for certification at the middle school level (grades 5 through 9) shall
6 take one (1) of the following tests and achieve the corresponding passing score or higher:

7 (a) "Principles of Learning and Teaching: Grades 5 - 9 (0623)" - 160; or

8 (b) "Principles of Learning and Teaching: Grades 5 - 9 (5623)" - 160.

9 (3) An applicant for certification at the secondary level (grades 8 through 12) shall take
10 one (1) of the following tests and achieve the corresponding passing score or higher:

11 (a) "Principles of Learning and Teaching: Grades 7 - 12 (0624)" - 160; or

12 (b) "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

13 (4) An applicant for certification in all grades with a content area identified in Section
14 2(5) of this administrative regulation shall take one (1) of the following tests and achieve the
15 corresponding passing score or higher:

16 (a) "Principles of Learning and Teaching: Grades kindergarten - 6 (0622)" - 160;

17 (b) "Principles of Learning and Teaching: Grades kindergarten - 6 (5622)" - 160;

18 (c) "Principles of Learning and Teaching: Grades 5 - 9 (0623)" - 160;

19 (d) "Principles of Learning and Teaching: Grades 5 - 9 (5623)" - 160;

20 (e) "Principles of Learning and Teaching: Grades 7 - 12 (0624)" - 160; or

21 (f) "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

22 (5) An applicant applying only for certification for teacher of exceptional children shall
23 not be required to take a separate pedagogy test established in this section. The content area test

1 or tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test
2 requirement for a teacher of exceptional children.

3 (6) An applicant for Career and Technical Education certification in grades 5 through 12
4 shall take one (1) of the following tests and receive the identified passing score:

5 (a) "Principles of Learning and Teaching: Grades kindergarten - 6 (0622)" - 160;

6 (b) "Principles of Learning and Teaching: Grades kindergarten - 6 (5622)" - 160;

7 (c) "Principles of Learning and Teaching: Grades 5 - 9 (0623)" - 160;

8 (d) "Principles of Learning and Teaching: Grades 5 - 9 (5623)" - 160;

9 (e) "Principles of Learning and Teaching: Grades 7 - 12 (0624)" - 160; or

10 (f) "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

11 Section 4. Assessment Recency. (1) A passing score on a test established at the time of
12 administration shall be valid for the purpose of applying for certification for five (5) years from
13 the test administration date.

14 (2) A teacher who fails to complete application for certification to the Education
15 Professional Standards Board within the applicable recency period of the test and with the
16 passing score established at the time of administration shall retake the applicable test or tests and
17 achieve the passing score or scores required for certification at the time of application.

18 (3) The test administration date shall be established by the Educational Testing Service or
19 other authorized test administrator.

20 Section 5. (1) An applicant for initial certification shall take the assessments on a date
21 established by:

22 (a) The Educational Testing Service; or

1 (b) The agency established by the Education Professional Standards Board as the
2 authorized test administrator.

3 (2) An applicant shall authorize test results to be forwarded by the Educational Testing
4 Service, or other authorized test administrator, to the Kentucky Education Professional Standards
5 Board and to the teacher preparation institution where the applicant received the relevant
6 training.

7 (3)(a) Public announcement of testing dates and locations shall be issued sufficiently in
8 advance of testing dates to permit advance registration.

9 (b) An applicant shall seek information regarding the dates and location of the tests and
10 make application for the appropriate examination prior to the deadline established and
11 sufficiently in advance of anticipated employment to permit test results to be received by the
12 Education Professional Standards Board and processed in the normal certification cycle.

13 Section 6. An applicant shall pay the examination fee established by the Educational
14 Testing Service or other authorized test administrator for each relevant test required to be taken.

15 Section 7. An applicant who fails to achieve at least the minimum score on any of the
16 applicable examinations may retake the test or tests during one (1) of the scheduled test
17 administrations.

18 Section 8. The Education Professional Standards Board shall collect data and conduct
19 analyses of the scores and institutional reports provided by the Educational Testing Service or
20 other authorized test administrator to determine the impact of these tests.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item

Action Item:

16 KAR 5:060 Literacy Preparation for Teachers of Middle and High School Students

Applicable Statutes and Regulation:

16 KAR 5:010, KRS 161.028, 161.030

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) adopt a regulation requiring all approved educator preparation programs designed to result in certification to teach middle school, high school, or all grades P-12 to provide instruction in and assess candidates' mastery of the International Reading Association's Standards for the Preparation of Literacy Professionals (2010) as applied to Middle and High School Content Classroom Teachers?

Background:

At its August 2012 meeting, the EPSB chartered the Literacy Preparation Advisory Committee (LPAC) and charged LPAC with reviewing the literacy instruction preparation currently provided in Kentucky's educator preparation programs for middle school, high school, and P-12 initial certification areas; examining relevant research and information related to best practices in literacy preparation; and making recommendations to the board regarding literacy instruction preparation.

LPAC's charges reflect state legislative directives and national policy recommendations. Senate Bill 1 (2009), which resulted in an array of education initiatives now known as Unbridled Learning, assigned several responsibilities to EPSB. Among those responsibilities were (a) ensuring that pre-service teachers and interns have the capacity to address the revised content standards and (b) collaborating with the Kentucky Department of Education to identify and address needs for improved pre-service writing instruction. Given the literacy demands of the Kentucky Core Academic Standards, preparing teachers across grade levels to address literacy in content instruction is imperative. Similarly, Senate Bill 163 (2010) charged the EPSB with examining educator preparation programs to ensure that all teachers are able to improve students' content-area reading skills. In addition, the National Governor's Association Center for Best Practices has identified policy strategies for states to improve adolescent literacy, all of which LPAC's recommendations support.*

Agenda Book

1. Build support for a state focus on adolescent literacy;
2. Raise literacy expectations across the curriculum;
3. Encourage and support school and district literacy plans;
4. Build educators' capacity to provide adolescent literacy instruction; and
5. Measure progress in adolescent literacy at the school, district, and state levels.

LPAC presented recommendations to the EPSB at its January 27, 2014, meeting. These recommendations included requiring literacy preparation in all approved preparation programs that result in certification to teach any grade or grades 6 through 12, as well as requiring applicants for Kentucky teaching certificates on the basis of out-of-state credentials to demonstrate comparable preparation. LPAC further recommended that the instruction and assessment be provided in one or more literacy or content courses taught by faculty qualified to deliver literacy instruction. At its April 28, 2014, meeting the EPSB adopted the International Reading Association's Standards for Reading Professionals—Revised 2010 guidance for the professional educator role Middle and High School Content Classroom Teacher. The guidance includes a role description of middle and high school content teachers as well as elements and examples of evidence that may be used to demonstrate competence in each element of the six standards as appropriate for content classroom teachers' role: foundational knowledge; curriculum and instruction; assessment and evaluation; diversity; literate environment; and professional learning and leadership.

A Notice of Intent was presented to the EPSB at its August 11, 2014, meeting. Input from stakeholders was encouraged, and the Division of Educator Preparation has received some input in response. Submitted questions, answers, and comments are provided at the end of this staff note.

The next step in implementing LPAC's recommendations is adoption of a regulation requiring all approved preparation programs in all subject areas for teachers of students in one or more grade(s) 6 through 12 to provide instruction in and assess candidates' mastery of the International Reading Association's Standards for the Preparation of Literacy Professionals (2010) as applied to Middle and High School Content Classroom Teachers. LPAC's recommendation to adopt a similar requirement for applicants for Kentucky teaching certificates on the basis of out-of-state certification will be presented to the board as a proposed amendment to 16 KAR 4:030 in a timely manner to ensure synchronized implementation.

Groups/Persons Consulted:

Literacy Preparation Advisory Committee

- Higher education literacy faculty (public and private institutions)
- Higher education arts and sciences faculty (public and private institutions) Education Professional Standards Board teacher member
- Kentucky Department of Education staff
- Council on Postsecondary Education staff
- P-12 administrators
- P-12 teachers (in addition to an EPSB teacher member)
- Prichard Committee representative
- Literacy consultant, co-chair of the International Reading Association's Common Core

Agenda Book

Standards Committee and member of IRA's Board of Directors when the Standards for Reading Professionals: 2010 were adopted
Educator preparation programs

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: kim.walters-parker@ky.gov
Date: October 13, 2014

* National Governors' Association Center for Best Practices. (2009) Supporting Adolescent Literacy Achievement. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/0902ADOLESCENTLITERACY.PDF>

Email Requesting Feedback from Educator Preparation Programs

From: Bell, Allison (EPSB)□

Sent: Tuesday, August 12, 2014 3:21 PM□

To: Ann Larson; Beverly Keepers; Christine Gibson; Cindy Reed; David Whaley; Debbie Daniels; Donna Hedgepath; Donna Plummer; Emily DeMoor; Jason Reeves; Joe Olson; Joy Bowers-Campbell; Linda Young; Manish Sharma; Margo DelliCarpini; Marlaine Chase; O'Bryan, Martha - Kentucky Wesleyan College; Mary John O'Hair; Missy Arnold; Norm Bishop; Robert Cooter; Rosetta Sandidge; Sam Evans; Sherry Powers; Shirley Nelson; Fishback, Sylena R; Sylvia Mason; Tiffany Wheeler; Verna Lowe; Yoli Carter□

Cc: Brown, Robert L (EPSB); Walters-Parker, Kim (EPSB)□

Subject: 16 KAR 5:060 Notice of Intent

Deans and Chairs,

In case you missed yesterday's Board meeting, a Notice of Intent for 16 KAR 5:060 Literacy Preparation for Teachers of Middle and High School Students was submitted to the Board as an Information Item. The Staff Note and draft regulation are available in the August Board Agenda book (pages 45 – 52) which is available at <http://epsb.ky.gov/documents/BoardInfo/agendas/2014/August%20Agenda%20Book%20with%20Links.pdf>.

If you have any feedback or questions regarding the draft regulation, please send those to Kim at kim.walters-parker@ky.gov.

Allison Bell
Program Consultant II
Education Professional Standards Board
Division of Educator Preparation
100 Airport Road, 3rd Floor
Frankfort, KY 40601
Phone: (502) 782-2142 or (502) 564-5789
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www.epsb.ky.gov

Questions and Comments Submitted

Question: If we are embedding literacy instruction into our existing methods/assessment courses for secondary candidates, do these professors need the 18 graduate hours of literacy? I understand that to be the case for an exclusive course created for literacy. Most of our secondary methods and A & S faculty do not have this credential.

Answer: This is an area where SACS definitions have control—that way, if they changed their definition, ours could follow that without regulatory changes. The Literacy Preparation Advisory Committee went this direction because they feel strongly that whoever teaches and assesses the literacy components needs to be qualified to provide literacy instruction. Part of their thinking was that A & S faculty who have this training could provide instruction to a fairly broad group—maybe an English prof teaches a methods class for arts & humanities majors and a science prof does one for math, science, and related fields. If there are not qualified faculty for that, a literacy faculty member or even a P-12 teacher could co-teach.

There's also nothing saying A & S faculty without those qualification could not address some of the standards, as long as those standards are also addressed and assessed in a class taught by a qualified faculty member. That would require some curriculum mapping, intentional scaffolding, and course sequencing, but it could work for programs that are sequential. It has also been suggested that some of our advanced programs—anything from a teacher leader program to content doctorates for people interested in P-12 education—may want to offer a focus on literacy to attract candidates. An IHE could stock its surrounding schools with content teachers who can come back to help them provide literacy instruction.

Question: My SOE faculty with the old 1-8 certification should meet this requirement as well?

Answer: If they are going to teach the identified class/classes, faculty need to meet the "qualified" standard per SACS COC. One way to do that is with 18 graduate hours, but there are some other ways, too, and as far as I know, there's no recency requirement on that.

Question: Will we need to show qualifications via transcripts?

Answer: No, we'll take your word for it, just like always. Transcripts would be expensive, time-consuming, and other bad things, so I do not envision the board would want us to do that.

Question: As a member of the LPAC, I recommend that EPSB make the following revisions to the proposed regulation regarding Literacy instruction:

Section I (2)(b) One or more courses aligned to the six (6) International Reading Association Standards 2010: Middle and High School Content Classroom Teacher and ~~taught~~ **co-delivered** by faculty qualified to deliver literacy instruction.

(d) ~~The faculty assigned to teach each course aligned to demonstrate the six (6) 16~~ "International

Agenda Book

~~Reading Association Standards 2010: Middle and High School Content Classroom 17 Teacher;~~
~~and 18 (e) Evidence of qualifications of each faculty member assigned to teach a course aligned~~
~~19 to the six (6) International Reading Association Standards 2010: Middle and High School~~
~~Content Classroom Teacher;~~"

In order to meet accreditation (i.e, SACS), institutions ensure faculty and adjuncts are qualified for the classes they teach. It is unreasonable and an unnecessary burden to require that faculty who teach a particular class be approved by EPSB. Adjuncts and faculty assignments can change frequently and quickly, especially in large institutions.

Teacher Preparation programs regularly submit the qualifications of all faculty as part of the EPSB accreditation & program review process. The requirement specific to one or two literacy classes is superfluous.

Answer: I am not sure how the change to b would be implemented--if I teach the class, am I allowed to teach it alone? The intent of d is just to mirror the current system, not to require separate approval in terms of the committee reviewing the credentials after that first submission. I will revisit that with Alicia to see if there is a way to make it clear it is the same process. Do you see a way to communicate that it is the same?

Question: I would suggest you ask the Deans how this can be managed without requiring a complete program review for every middle and secondary program. Keep in mind that for most institutions, this could involve 12 – 14 *different* programs.

The intent is clear. Why not allow Deans to send a memo to indicate the course or courses begin used / revised / created and submit the entire program review when it is up for re-accreditation.

Answer: Typically we would want to ensure full compliance by the effective date. I will take this suggestion to the board at the October meeting for their consideration.

Comment: As teacher educators, we have the responsibility for providing teacher candidates with the requisite learning experiences to help ensure they possess a deep understanding of their content and the knowledge and skill set to be effective as teachers in their specific content discipline. This knowledge and skill set includes being able as teacher candidates and as teachers to help P-12 students understand the content material in the courses they are assigned to teach. This will only occur if we are intentional in designing programs of study that ensure teacher candidates possess the requisite knowledge and skills in the area of literacy, and this is best accomplished through programs that include a course or courses taught by literacy specialists focusing on the teaching of literacy in the content areas. As the ability to read is foundational to success in all aspects of life, including P-12 schools, all educator preparation units preparing content area teachers must include literacy as a foundational component of their programs.

Comment: I think everyone would agree that increasing student capacity to achieve in the area of literacy is critical at all levels. I have no doubt that everyone would support this with the understanding that IHEs set the criteria for who is qualified within the parameters of SACS rules.

Agenda Book

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1 EDUCATION PROFESSIONAL STANDARDS BOARD

2 (New Administrative Regulation)

3 16 KAR 5:060: Literacy Program Requirements for Middle School, High School, Grades 5-12,
4 and Grades P-12 Certification Programs.

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

7 STATUTORY AUTHORITY: KRS 161.028, 161.030

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

15 Section 1. (1) All middle school, high school, Grades 5-12, and Grades P-12 certification
16 educator preparation programs shall require candidates admitted to the program on or after
17 August 1, 2016 to demonstrate the six (6) International Reading Association Standards 2010:
18 Middle and High School Content Classroom Teacher as published in the “Standards for Reading
19 Professionals – revised 2010.”

20 (2) A middle school, high school, Grades 5-12, or Grades P-12 certification educator
21 preparation program shall require a candidate admitted to the program on or after August 1, 2016
22 to complete one of the following;

Agenda Book

1 (a) A three (3) hour content literacy course aligned to the six (6) International Reading
2 Association Standards 2010: Middle and High School Content Classroom Teacher and taught by
3 faculty qualified to deliver literacy instruction; or

4 (b) One or more courses aligned to the six (6) International Reading Association
5 Standards 2010: Middle and High School Content Classroom Teacher and taught by faculty
6 qualified to deliver literacy instruction.

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

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

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

15 (c) The assessments, including any scoring instruments, developed for each course
16 aligned to the six (6) International Reading Association Standards 2010: Middle and High
17 School Content Classroom Teacher to demonstrate the candidate's competency to provide
18 classroom instruction aligned to each standard.

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

1 (e) Evidence of qualifications of each faculty member assigned to teach a course aligned
2 to the six (6) International Reading Association Standards 2010: Middle and High School
3 Content Classroom Teacher;”

4 Section 2. (1) All currently approved middle school, high school, Grades 5-12, and
5 Grades P-12 certification educator preparation programs shall submit the following information
6 to the Education Professional Standards Board by June 1, 2016:

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

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

12 (c) The assessments, including any scoring instruments, developed for each course
13 aligned to the six (6) International Reading Association Standards 2010: Middle and High
14 School Content Classroom Teacher to demonstrate the candidate’s competency to provide
15 classroom instruction aligned to each standard.

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

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

22 (2) A currently approved middle school, high school, Grades 5-12, or Grades P-12
23 certification educator preparation program which does not submit the information to the

Agenda Book

1 Education Professional Standards Board by June 1, 2016 required in subsection (1) of this
2 section shall no longer admit candidates.

3 Section 3. Incorporation by Reference (1) “The Standards for Reading Professionals –
4 Revised 2010”, 2010, is incorporated by reference.

5 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
6 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
7 Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m.

8

Date

Cassandra Webb, Chairperson
Education Professional Standards Board

DRAFT

Agenda Book

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on Monday, November 24, 2014 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until 11:59 p.m. on December 1, 2014. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact person: Alicia A. Sneed, Director of Legal Services
Education Professional Standards Board
100 Airport Road, Third Floor
Frankfort, KY 40601
alicia.sneed@ky.gov
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Regulation #: 16 KAR 5:060

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes a literacy course requirement for middle school, high school, middle and high school, and all grade certification programs.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to inform educator preparation programs on the literacy requirements for educator preparation programs.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board 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.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation delineates the literacy requirements for each middle school, high school, middle and high school, and all grades certification program to maintain program approval.

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

(a) How the amendment will change this existing administrative regulation: This is a new administrative regulation.

(b) The necessity of the amendment to this administrative regulation: This is a new administrative regulation.

(c) How the amendment conforms to the content of the authorizing statutes: This is a new administrative regulation.

(d) How the amendment will assist in the effective administration of the statutes: This is a new administrative regulation.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 29 educator preparation programs, 173

school districts, and all candidates for middle, high, middle and high, and all grades certification programs.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Educator programs will have to adjust their approved programs in the defined certification areas to include a literacy course or imbed literacy training in other course to ensure that their graduates are prepared to teach literacy to their students. The school districts and educator preparation candidates will not have to do anything to implement the regulation.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There may be an additional cost to the educator preparation programs for initial implementation of the literacy requirements. This cost will differ amongst institutions depending upon the current curriculum and available faculty.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The school districts will benefit from certified employees able to teach literacy in all content areas. Candidates will benefit from being prepared to better teach students who have reading comprehension issues that might impair their ability achieve in a content area. Educator preparation programs will be able to offer candidates programs that will prepare them to be more successful in the classroom.

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

(a) Initially: None

(b) On a continuing basis: None

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

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

Agenda Book

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering will not apply since all programs in these certification areas will be treated the same. Elementary certification programs already are required to teach literacy to their candidates.

DRAFT

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation Number: 16 KAR 5:060
Contact Person: Alicia A. Sneed
Phone number: 502-564-4606

(1) What units, parts, or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Education Professional Standards Board, 173 public school districts, and eight (8) public universities.

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

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no additional revenues created by this amendment.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no additional revenues created by this amendment.

(c) How much will it cost to administer this program for the first year? There are no costs associated with the administration of this program, although public universities may have initial costs to design and implement the required courses.

Agenda Book

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

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a cost incurring program but establishes course work requirements for educator preparation programs.

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SUMMARY OF MATERIAL INCORPORATED BY REFERENCE

“The Standards for Reading Professionals – Revised 2010”

“The Standards for Reading Professionals – Revised 2010” is a 100 page publication by International Reading Association that identifies the performance criteria necessary to assess competence of reading educators and to design programs to foster this competence. Two new professional role categories are addressed in the 2010 edition: (1) the middle and high school content teacher and (2) the middle and high school reading classroom teacher. The publication also provides matrixes that list each role with the corresponding elements of each standard, to help you view a specific standard's element and its description across all roles.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request to waive language in 16 KAR 8:030 pertaining to the Continuing Education Option (CEO) program

Applicable Statutes and Regulation:

KRS 161.095
16 KAR 8:030

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 8:030 pertaining to CEO requirements?

Background:

Pursuant to 16 KAR 8:030, the CEO time line shall not be less than eighteen (18) months or be more than four (4) years. CEO candidate David Starks began the CEO process in March, 2010. His timeline for completion ended in March, 2014. Due to unforeseen circumstances, including an ill relative and financial hardships, he reported that he was unable to complete the CEO program within the required four years. He is requesting a waiver for extended time (March, 2015). The letter from Mr. Starks is provided under separate cover.

Alternative Actions:

1. Accept the waiver that allows an extension of time for CEO work.
2. Do not accept the waiver.

Staff Recommendation:

Alternative Action 1

Rationale:

Approval allows teacher to have timeline extended to March 2015 to complete the work of the CEO program.

Contact Person:

Ms. Donna Brockman, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: Donna.Brockman@ky.gov

Agenda Book

Date:

October 13, 2014

Agenda Book

16 KAR 8:030. Continuing Education Option for certificate renewal and rank change.

Section 4. (1) A candidate for the continuing education option for certificate renewal and rank change shall:

- (a) Attend a board-approved program orientation meeting; and
 - (b) Successfully complete a board-approved seminar on how to build a plan for job-embedded professional development.
- (2)(a)1. A school district, group of districts, or Kentucky postsecondary institution with an accredited educator preparation program may make application to the Education Professional Standards Board for approval to sponsor a seminar on how to build a plan for job-embedded professional development.
2. The Education Professional Standards Board may sponsor a seminar on how to build a plan for job-embedded professional development in a district or group of districts in which a seminar is not otherwise offered.
- (b) The seminar on how to build a plan for job-embedded professional development shall be led by a continuing education option coach.
 - (c) The seminar on how to build a plan for job-embedded professional development may be a blend of:
 1. Web-based instruction; and
 2. Face-to-face cohort meetings.
 - (d) The Education Professional Standards Board may provide Web-based instruction through an on-line module at www.KYEducators.org.
 - (e) A seminar sponsor shall offer face-to-face cohort meetings at least two (2) times per month during the plan building seminar.
- (3) Following completion of phase one (1) of the continuing education option, a seminar sponsor shall continue face-to-face cohort meetings on a monthly basis.
- (4) Completion of the first phase of the Continuing Education Option shall allow the candidate to receive first renewal of the candidate's certificate beginning July 30, 2010.
- (5) Payment of seminar tuition.
- (a)1. Tuition for the on-line module provided by the Education Professional Standards Board shall be \$150.
 2. The on-line module fee shall be paid to the Education Professional Standards Board at the time of enrollment.
 - (b)1. Tuition for the cohort meetings shall be \$1,100.
 2. The cohort meeting fee shall be paid to the board-approved seminar sponsor.
 - (c)1. Seminar tuition shall be nonrefundable.
 2. A cohort meeting fee may be transferred to another seminar sponsor upon agreement between both sponsors.
- (6)(a) Upon completion of the seminar, the Continuing Education Option candidate shall design an individual job-embedded professional development plan.
- (b) The job-embedded professional development plan shall:
 1. Focus on a professional growth need identified by the teacher with consideration given to the needs identified in the school's consolidated plan, student assessment results, and community resources;
 2. Include goals correlated to:
 - a. Each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010;
 - b. The Kentucky Teacher Standards Advanced Level Performance in the CEO Professional Development Portfolio Rubric; and
 - c. The teacher's individual professional growth needs established in subparagraph 1. of this paragraph;
 3. Include a timeline in which the candidate shall complete all phases of the continuing education option. The timeline shall not:
 - a. Be less than eighteen (18) months; or
 - b. Be more than four (4) years; and
 4. Be reviewed by the continuing education option coach for the seminar cohort.
- (c) The continuing education option coach shall:
 1. Review the plans using the CEO Professional Development Plan Scoring Rubric; and
 2. Provide guidance to the candidate for submitting the plan to the Education Professional Standards Board for scoring.
- (d)1. The candidate shall submit the plan to the Education Professional Standards Board for review.
 2. The candidate may resubmit the plan for an additional scoring if the continuing education scoring team has provided evidence of a deficiency in the plan.
 3. The candidate shall submit a scoring fee of \$455 to the Education Professional Standards Board with the plan.
 4. If a candidate submits a plan for additional scoring, the candidate shall submit a rescoring fee of fifty (50) dollars to the Education Professional Standards Board with the plan.
- (7)(a) The candidate shall participate in a job-embedded professional development experience with documented outcomes that demonstrate the accomplishment of the established goals.
- (b) A job-embedded professional development experience shall include a combination of:
 - 1.a. A minimum of six (6) university graduate credits; or
 - b. With approval from Education Professional Standards Board staff, a minimum of six (6) university graduate or undergraduate content course credits that meet the goals established in the candidate's job-embedded professional growth plan;
 2. Research;
 3. Field-experience;
 4. Professional development activities;
 5. Interdisciplinary networking and consultations; and
 6. A leadership project...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive language in 16 KAR 7:010 pertaining to the Kentucky Teacher Internship Program (KTIP)

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 7:010 pertaining to KTIP requirements and appeal?

Background:

During the 2013-14 school year, teacher intern Nathan Pitts became ill and was hospitalized; as a result, he was unable to complete KTIP.

Alternative Actions:

1. Accept the waiver that allows intern to complete KTIP as identified in 16 KAR 7:010, without an unsuccessful status on his record.
2. Do not accept the waiver.

Staff Recommendation:

Alternative Action 1

Rationale:

Approval allows intern to participate in KTIP again without repercussions.

Contact Person:

Ms. Donna Brockman, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: Donna.Brockman@ky.gov

Date:

October 13, 2014

Agenda Book

16 KAR 7:010. Kentucky Teacher Internship Program

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation.

(a)1. The teacher intern shall successfully complete a KTIP Teacher Performance Assessment.

2. The assessment shall be organized according to three cycles of the internship year and shall be a set of twelve (12) teaching tasks designed to provide interns the opportunity to demonstrate performance of the Kentucky Teacher Standards established by the Education Professional Standards Board in 16 KAR 1:010.

(b) The twelve (12) teaching tasks shall be grouped into three (3) components as follows:

1. Component I: Classroom Teaching, which shall include:

a. Task A-1: Teaching and Learning Context;

b. Task A-2: Lesson Plan;

c. Task B: Classroom Observation; and

d. Task C: Lesson Analysis and Reflection;

2. Component II: Professional Responsibilities, which shall include:

a. Task D: Collaborate to Address Special Learning Needs;

b. Task E: Assess and Manage Professional Growth; and

c. Task F: Leadership; and

3. Component III: Instructional Unit, which shall include:

a. Task G: Designing the Instructional Unit;

b. Task H: The Assessment Plan;

c. Task I: Designing Instructional Strategies and Activities;

d. Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of Instruction; and

e. Task J-2: Communication and Follow-Up.

(2) In arriving at its professional judgment, the beginning teacher committee shall utilize the scoring rubrics contained within the KTIP Intern Performance Record, and take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the teacher intern of progress toward demonstration of the applicable standards; and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the Kentucky Teacher Standards established by the Education Professional Standards Board in 16 KAR 1:010. Teacher Interns and their committees shall use the indicators for each standard as outlined in the KTIP Intern Performance Record.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Request a waiver of grade range requirements for Bell County middle grades certified teacher(s)

Applicable Statute and/or Regulation:

KRS 161.020; KRS 161.028

16 KAR 2:010, Section (4)

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the grade level waiver(s) as requested by the Bell County Board of Education?

This waiver request is an update of the request approved during the April 28, 2014, meeting. It reflects one additional staffing change that has occurred since that meeting. The background information from the April waiver is included.

Background:

Bell County has four small K-8 schools in its district. While each of the school's configurations is K-8, they are structured as Primary (K-3) and Middle School (4 – 8). All Middle Schools in the district are on a seven period day. Three of these schools have only one class for each grade level.

During the 2013-2014 school year, individuals with 5-9 certificates were granted emergency certification to allow them to teach 4th grade students in their content areas. Per 16 KAR 2:120 Section 3 (b), an emergency certificate shall not be issued to the same person in any subsequent year.

The superintendent states that if middle school teachers with 5-9 certificates are limited to only those grade levels in the current 4-8 configuration, they are only able to utilize four periods of their instructional day. By allowing them to teach a 4th grade class in their field of certification the schools can utilize these individuals for five of the seven periods. The remainder of the teachers' schedules would consist of a planning period and an RTI period so they can assist students who are struggling with content. The content specific teachers will be able to bring demonstrated content competency to the 4th grade level. It also provides a unique situation where the school staff can assess the delivery of content across grades 4 – 8, allowing them to align curriculum across grade levels and track student progress for a period of five years.

The superintendent is requesting a waiver only for the individual identified under separate cover. If granted, the waiver would stay in place as long as the teacher remains in her current positions. Additional waiver requests may be necessary for staffing changes.

Agenda Book

Alternative Actions:

1. Approve the waiver request for the identified teacher.
2. Do not approve the waiver request for the identified teacher.

Contact Person:

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

Date:

October 13, 2014

Agenda Book

16 KAR 2:010. Kentucky teaching certificates.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Book

- (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;
- (b) Elementary school: primary through grade 5 to include preparation in the academic disciplines taught in the elementary school.
1. The elementary certificate shall be valid for teaching grade 6 if grade 6 is taught in a self-contained classroom or in a school organization in which grade 6 is housed with grade 5 in the same building.
 2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.
- (c) 1. Middle school option 1: grades 5 through 9 with the equivalent of one (1) major to be selected from:
- a. English and communications;
 - b. Mathematics;
 - c. Science; or
 - d. Social studies;
2. Middle school option 2: grades 5 through 9 with two (2) middle school teaching fields to be selected from:
- a. English and communications;
 - b. Mathematics;
 - c. Science; or
 - d. Social studies;
3. The grades 5 through 9 mathematics certificate shall be valid for teaching Algebra I grades 10 and 11;
4. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;
- (d) Secondary school: grades 8 through 12 with one (1) or more of the following majors:
1. English;
 2. Mathematics;
 3. Social studies;
 4. Biology;
 5. Chemistry;
 6. Physics; or
 7. Earth science;
- (e) Grades 5 through 12 with one (1) or more of the following majors:
1. Agriculture;
 2. Business and marketing education;
 3. Family and consumer science;
 4. Industrial education; or
 5. Engineering and technology;
- (f) All grade levels with one (1) or more of the following specialties:
1. Art;
 2. A foreign language;
 3. Health;
 4. Physical education;
 5. Integrated music;
 6. Vocal music;
 7. Instrumental music; or
 8. School media librarian; or
- (g) Grades primary through 12 for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one (1) or more of the following disabilities:
1. Learning and behavior disorders;
 2. Moderate and severe disabilities;
 3. Hearing impaired;
 4. Hearing impaired with sign proficiency;
 5. Visually impaired;
 6. Communication disorders, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a master's degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or
 7. Communication disorders - SLPA only, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a baccalaureate degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 3.
- (3) A restricted base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:
- (a) Psychology, grades 8-12;
 - (b) Sociology, grades 8 through 12;
 - (c) Journalism, grades 8 through 12;
 - (d) Speech/media communications, grades 8-12;
 - (e) Theater, primary through grade 12;
 - (f) Dance, primary through grade 12;
 - (g) Computer information systems, primary through grade 12; or
 - (h) English as a second language, primary through grade 12.
- (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:
- (a) Computer science, grades 8-12;
 - (b) English as second language, primary through grade 12;...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification Application A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048

16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

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

Donna Neary, Social Studies, Grades 8-12

The application will be sent under separate cover.

Alternative Actions:

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

Contact Person:

Mr. John Fields, Director

Division of Certification

(502) 564-4606

E-mail: John.Fields@ky.gov

Date:

October 13, 2014

Agenda Book

16 KAR 9:080. University-based alternative certification program.

RELATES TO: KRS 156.111, 160.345(2)(h), 161.027, 161.028(1)(k), (s), (t), 161.030(10), 161.048

STATUTORY AUTHORITY: KRS 161.027(1), 161.048(1)(d), (7)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048(1)(d) and (7) require the Education Professional Standards Board to promulgate administrative regulations establishing the standards and procedures for a university alternative certification option for teacher and administrator certification. This administrative regulation establishes the requirements for entry and completion of the teacher and administrator university-based alternative certification options, the responsibilities of the employing school or school district, and the responsibilities of the approved college or university alternative program.

Section 1. Definitions. (1) "Alternative certification administrator program" means a college or university post baccalaureate or post masters administrator preparation program for an individual enrolled concurrently with employment in a local school district as an assistant principal, principal, assistant superintendent, guidance counselor, director of special education, director of pupil personnel, supervisor of instruction, or superintendent.

(2) "Alternative certification teacher program" means a college or university post baccalaureate teacher preparation program for an individual enrolled concurrently with employment as a teacher.

Section 2. Admission Requirements. (1) An applicant for an alternative certification teacher program shall meet the admission standards for an initial certification program established in 16 KAR 5:020.

(2) An applicant for an alternative certification administrator program shall meet the admission standards for the corresponding administrator certification program established in 16 KAR Chapter 3.

(3) An applicant for any alternative certification teacher or administrator program shall meet all certification requirements for the corresponding certificate established in 16 KAR Chapter 2 or 3 except completion of the corresponding educator preparation program and the required assessments.

Section 3. University Requirements for Alternative Certification Teacher Program. (1) An accredited college or university seeking to offer an alternative certification teacher program shall apply to the Education Professional Standards Board for program approval in accordance with 16 KAR 5:010.

(2) In addition to the standards for program approval established in 16 KAR 5:010, the educator preparation institution seeking alternative certification teacher program approval shall design the alternative certification teacher program to provide a candidate with the coursework and mentoring necessary to permit a candidate to maintain employment in an eligible position and to successfully complete any applicable assessments, including internship programs, within a period of three (3) years for those enrolled in an alternative certification teacher program.

(3) Upon approval, the alternative certification teacher program unit shall:

(a) Assess a candidate's educational background and develop a plan of coursework that shall adequately prepare the candidate for successful completion of the requirements for program completion and certification for the areas and grade ranges that correspond with the candidate's school placement;

(b) Provide a candidate written and dated documentation of eligibility for the university alternative certification teacher program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h);

(c) Ensure that a candidate begins coursework no later than ninety (90) days from the date the eligibility notice is issued;

(d) Develop a written agreement to provide, in collaboration with the administration of the candidate's employing school, mentoring to the candidate in the employment setting which shall include:

1. Prior to the candidate's enrollment in the Kentucky Teacher Internship Program pursuant to KRS 161.030 and 16 KAR 7:010, a minimum of fifteen (15) hours of annual observation utilizing university faculty and a district-based mentor of the candidate practicing instruction in the classroom, as follows:

a. A minimum of five (5) hours of observation by university faculty;

b. A minimum of five (5) hours of observation by a district-based mentor; and

c. A minimum of five (5) hours of observation by either the university faculty or the district-based mentor;

2. A description of how support shall be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher's instructional responsibilities;

3. The name, contact person, and role for the collaborating educator preparation institution mentor; and

4. The name and role of all school district mentor teachers;

(e) Establish a process to maintain regular communication with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement; and

(f) Notify the Education Professional Standards Board in writing if a candidate's employment in a covered position or enrollment in the alternative certification teacher program permanently ceases.

(4) Student teaching shall not be required for program completion.

Section 4. Temporary Provisional Certificate for Teaching. (1) The temporary provisional certificate for teaching shall be issued and renewed in accordance with KRS 161.048(7).

(2) The temporary provisional certificate for teaching shall be:

(a) Issued in accordance with a grade level and specialization as recommended by the educator preparation institution on Form TC-TP; and

(b) Valid for employment consistent with the area of certification being sought through the preparation program.

(3) The temporary provisional certificate for teaching shall be issued at the rank corresponding to the degree held by the teacher applicant in accordance with the requirements established in 16 KAR 8:020.

Section 5. Issuance of a Temporary Provisional Certificate for Teaching. (1) Prior to seeking employment in a Kentucky public school, a candidate shall request from the institution written and dated documentation of eligibility for the alternative certification teacher program to provide to school districts pursuant to KRS 160.345(2)(h).

(2) Prior to employment, a superintendent, on behalf of the employing local board of education, shall be responsible for requesting the temporary provisional certificate.

(3) The candidate shall submit to the Education Professional Standards Board an official college transcript from each college or university attended.

(4) The employing school district shall submit with Form TC-TP a completed and signed copy of the mentoring collaboration agreement with the alternative certification teacher program as required by Section 3(3)(d) of this administrative regulation.

Agenda Book

Section 6. Requirements for Renewal of the Temporary Provisional Certificate for Teaching. (1) A candidate shall be eligible for the first renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional certificate;

(b) A minimum of six (6) semester hours or its equivalent from the approved preparation program; and

(c) Completion of Form TC-TP.

(2) A candidate shall be eligible for the final renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional certificate;

(b) A minimum of six (6) new semester hours or its equivalent from the approved preparation program;

(c) The required assessments as established in 16 KAR 6:010; and

(d) Completion of Form TC-TP.

Section 7. Alternative Certification Teacher Program Completion Requirements. (1) If the candidate has successfully passed the required assessments as outlined in 16 KAR 6:010, and completed the required coursework, the institution shall provide written notice to the employing school district that a candidate is eligible to participate in the Kentucky Teacher Internship Program in each subject area covered by the temporary provisional certificate and in accordance with 16 KAR 7:010.

(2) When the candidate is prepared to enroll in the Kentucky Teacher Internship Program, the recommending institution shall complete and sign page five (5) of the TC-TP form and deliver it to the employing school district for submission to the Education Professional Standards Board.

(3) Upon completion of all program requirements of the alternative certification teacher program, including successful completion of the Kentucky Teacher Internship Program established in KRS 161.030 and 16 KAR 7:010, the candidate may make application to the Education Professional Standards Board for the professional certificate on the form TC-1, which is incorporated by reference in 16 KAR 2:010.

(4) Upon verification that a candidate has met all eligibility requirements for certificate issuance, the Education Professional Standards Board shall issue a professional certificate.

(5) A candidate who failed to successfully complete the assessments, the internship, or the required coursework during the initial issuance and two (2) renewals of the temporary certificate, in accordance with KRS 161.048(7), and who has been transitioned into an institution's traditional educator preparation program, shall be eligible for a Teacher Internship Statement of Eligibility-Confirmation of Employment as a Teacher upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(6) If a candidate fails to complete all alternative certification program requirements during the initial issuance and two (2) renewals of the temporary provisional certificate, in accordance with KRS 161.048(7), the employing school district may, pursuant to 16 KAR 2:010, 2:120, and 2:180, submit an application for emergency or conditional certification on behalf of the former employee to allow the individual to continue employment.

Section 8. University Requirements for an Alternative Certification Administrator Program. (1) An accredited college or university seeking to offer an alternative certification administrator program shall apply to the Education Professional Standards Board for program approval in accordance with 16 KAR 5:010.

(2) In addition to the standards for program approval established in 16 KAR 5:010, the educator preparation institution seeking alternative certification administrator program approval shall design the alternative certification administrator program to provide a candidate with the coursework and mentoring appropriate to permit a candidate to maintain employment in an eligible position and successfully complete any applicable assessments, including any internship or training programs, within a period of two (2) years for those enrolled in an alternative certification administrator program.

(3) Upon approval, the alternative certification administrator program unit shall:

(a) Assess a candidate's educational background and develop a plan of coursework that shall adequately prepare the candidate for successful completion of the requirements for program completion and certification for the areas and grade ranges that correspond with the candidate's school placement;

(b) Provide a candidate written and dated documentation of eligibility for the university alternative certification administrator program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h);

(c) Ensure that a candidate begins coursework no later than ninety (90) days from the date the eligibility notice is issued;

(d) Develop a written agreement to provide, in collaboration with the administration of the candidate's employing school, mentoring to the candidate in the employment setting which shall include:

1. A minimum of fifteen (15) hours of annual observation utilizing university faculty and a district-based mentor of the candidate practicing in the appropriate administrative role, as follows:

a. A minimum of five (5) hours of observation by university faculty;

b. A minimum of five (5) hours of observation by a district-based mentor; and

c. Five (5) hours of observation by either the university faculty or the district-based mentor;

2. A description of how support shall be offered to the candidate to assist the candidate in meeting the candidate's administrative responsibilities;

3. The name, contact person, and role for the collaborating educator preparation institution mentor; and

4. The name and role of all school district mentors;

(e) Establish a process to maintain regular communication with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement; and

(f) Notify the Education Professional Standards Board in writing if a candidate's employment in a covered position or enrollment in the alternative certification administrator program permanently ceases.

Section 9. Temporary Provisional Administrative Certificate. (1) The temporary provisional administrative certificate shall be issued for a validity period not to exceed one (1) year.

(2) The temporary provisional administrative certificate may be renewed a maximum of one (1) time.

(3) The temporary provisional administrative certificate shall be valid for employment in a position consistent with the area of certification being sought through the preparation program.

Agenda Book

Section 10. Issuance of a Temporary Provisional Administrative Certificate. (1) Prior to seeking employment in a Kentucky public school, a candidate shall request from the institution written and dated documentation of eligibility for the university based alternative certification administrator program to provide to school districts pursuant to KRS 160.345(2)(h).

(2) Prior to employment, a superintendent, on behalf of the employing local board of education, shall be responsible for requesting the temporary provisional certificate.

(3) The candidate shall submit to the Education Professional Standards Board an official college transcript from each college or university attended.

(4) The employing school district shall submit with Form TC-TP a completed and signed copy of the mentoring collaboration agreement with the university based alternative certification program as required by Section 8(3)(d) of this administrative regulation.

Section 11. Requirements for renewal of the temporary provisional certificate for an administrator. (1) A candidate shall be eligible for no more than one (1) renewal of the temporary provisional certificate.

(2) A candidate shall be eligible for renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the position indicated on the temporary provisional certificate;

(b) A minimum of six (6) semester hours or its equivalent from the approved preparation program; and

(c) Completion of Form TC-TP.

Section 12. Alternative Certification Administrator Program Completion Requirements. (1)(a) If the alternative certification administrator candidate for principal certification has successfully passed the required assessments, as outlined in 16 KAR 6:030, and completed the required coursework, the institution shall provide written notice to the district that the candidate is eligible to participate in the Kentucky Principal Internship Program in accordance with 16 KAR 7:020.

(b) When a principal candidate is ready to enroll in the Kentucky Principal Internship Program, the recommending institution shall complete page five (5) of the TC-TP form and deliver the form to the employing school district for submission to the Education Professional Standards Board.

(2)(a) An alternative certification administrator candidate who failed to complete the assessments, the internship, or the required coursework during the initial issuance and one (1) renewal of the temporary provisional certificate and who has been transitioned into an institution's traditional preparation program, shall be eligible for an administrative certificate in the area of study upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(b) If the candidate was initially enrolled in the alternative certification program for principal, the candidate shall be eligible for a Principal Internship Statement of Eligibility-Confirmation of Employment as a Principal/Assistant Principal in an Accredited Kentucky School upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(3)(a) During the period of enrollment in the alternative certification administrator program, a candidate seeking superintendent certification and serving in a local school district as a superintendent or assistant superintendent shall successfully complete both the coursework in the institution's alternative certification administrator program as well as the Superintendents Training Program and assessments required in KRS 156.111.

(b) The college or university faculty shall maintain contact with the employing school district and the Kentucky Department of Education regarding the completion of coursework to ensure that a superintendent candidate has completed the required coursework to prepare for the assessments and participation in the Superintendents Training Program.

(4) Upon completion of the alternative certification administrator program, the assessments, and the internship or Superintendents Training Program as applicable, the university shall provide a recommendation for the professional certificate on the candidate's TC-1 form.

(5) Upon verification that a candidate has met all eligibility requirements for certificate issuance, the Education Professional Standards Board shall issue a professional certificate.

Section 13. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Application for Temporary Provisional Certification", Form TC-TP, May 2007;

(b) "Teacher Internship Statement of Eligibility-Confirmation of Employment as a Teacher", November 2004; and

(c) "Principal Internship Statement of Eligibility-Confirmation of Employment as a Principal/Assistant Principal in an Accredited Kentucky School", May 2005.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (33 Ky.R. 3567; 34 Ky.R. 10; eff. 7-19-2007; 40 Ky.R. 623; 1012; eff. 12-6-2013.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Route to Certification Application B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

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

Eric Cecil, Computer Information Systems, Grades P-12

The application will be sent under separate cover.

Alternative Actions:

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

Contact Person:

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

Date:

October 13, 2014

Agenda Book

16 KAR 9:080. University-based alternative certification program.

RELATES TO: KRS 156.111, 160.345(2)(h), 161.027, 161.028(1)(k), (s), (t), 161.030(10), 161.048

STATUTORY AUTHORITY: KRS 161.027(1), 161.048(1)(d), (7)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048(1)(d) and (7) require the Education Professional Standards Board to promulgate administrative regulations establishing the standards and procedures for a university alternative certification option for teacher and administrator certification. This administrative regulation establishes the requirements for entry and completion of the teacher and administrator university-based alternative certification options, the responsibilities of the employing school or school district, and the responsibilities of the approved college or university alternative program.

Section 1. Definitions. (1) "Alternative certification administrator program" means a college or university post baccalaureate or post masters administrator preparation program for an individual enrolled concurrently with employment in a local school district as an assistant principal, principal, assistant superintendent, guidance counselor, director of special education, director of pupil personnel, supervisor of instruction, or superintendent.

(2) "Alternative certification teacher program" means a college or university post baccalaureate teacher preparation program for an individual enrolled concurrently with employment as a teacher.

Section 2. Admission Requirements. (1) An applicant for an alternative certification teacher program shall meet the admission standards for an initial certification program established in 16 KAR 5:020.

(2) An applicant for an alternative certification administrator program shall meet the admission standards for the corresponding administrator certification program established in 16 KAR Chapter 3.

(3) An applicant for any alternative certification teacher or administrator program shall meet all certification requirements for the corresponding certificate established in 16 KAR Chapter 2 or 3 except completion of the corresponding educator preparation program and the required assessments.

Section 3. University Requirements for Alternative Certification Teacher Program. (1) An accredited college or university seeking to offer an alternative certification teacher program shall apply to the Education Professional Standards Board for program approval in accordance with 16 KAR 5:010.

(2) In addition to the standards for program approval established in 16 KAR 5:010, the educator preparation institution seeking alternative certification teacher program approval shall design the alternative certification teacher program to provide a candidate with the coursework and mentoring necessary to permit a candidate to maintain employment in an eligible position and to successfully complete any applicable assessments, including internship programs, within a period of three (3) years for those enrolled in an alternative certification teacher program.

(3) Upon approval, the alternative certification teacher program unit shall:

(a) Assess a candidate's educational background and develop a plan of coursework that shall adequately prepare the candidate for successful completion of the requirements for program completion and certification for the areas and grade ranges that correspond with the candidate's school placement;

(b) Provide a candidate written and dated documentation of eligibility for the university alternative certification teacher program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h);

(c) Ensure that a candidate begins coursework no later than ninety (90) days from the date the eligibility notice is issued;

(d) Develop a written agreement to provide, in collaboration with the administration of the candidate's employing school, mentoring to the candidate in the employment setting which shall include:

1. Prior to the candidate's enrollment in the Kentucky Teacher Internship Program pursuant to KRS 161.030 and 16 KAR 7:010, a minimum of fifteen (15) hours of annual observation utilizing university faculty and a district-based mentor of the candidate practicing instruction in the classroom, as follows:

a. A minimum of five (5) hours of observation by university faculty;

b. A minimum of five (5) hours of observation by a district-based mentor; and

c. A minimum of five (5) hours of observation by either the university faculty or the district-based mentor;

2. A description of how support shall be offered to the candidate during in-class and out-of-class time to assist the candidate in meeting the teacher's instructional responsibilities;

3. The name, contact person, and role for the collaborating educator preparation institution mentor; and

4. The name and role of all school district mentor teachers;

(e) Establish a process to maintain regular communication with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement; and

(f) Notify the Education Professional Standards Board in writing if a candidate's employment in a covered position or enrollment in the alternative certification teacher program permanently ceases.

(4) Student teaching shall not be required for program completion.

Section 4. Temporary Provisional Certificate for Teaching. (1) The temporary provisional certificate for teaching shall be issued and renewed in accordance with KRS 161.048(7).

(2) The temporary provisional certificate for teaching shall be:

(a) Issued in accordance with a grade level and specialization as recommended by the educator preparation institution on Form TC-TP; and

(b) Valid for employment consistent with the area of certification being sought through the preparation program.

(3) The temporary provisional certificate for teaching shall be issued at the rank corresponding to the degree held by the teacher applicant in accordance with the requirements established in 16 KAR 8:020.

Section 5. Issuance of a Temporary Provisional Certificate for Teaching. (1) Prior to seeking employment in a Kentucky public school, a candidate shall request from the institution written and dated documentation of eligibility for the alternative certification teacher program to provide to school districts pursuant to KRS 160.345(2)(h).

(2) Prior to employment, a superintendent, on behalf of the employing local board of education, shall be responsible for requesting the temporary provisional certificate.

(3) The candidate shall submit to the Education Professional Standards Board an official college transcript from each college or university attended.

(4) The employing school district shall submit with Form TC-TP a completed and signed copy of the mentoring collaboration agreement with the alternative certification teacher program as required by Section 3(3)(d) of this administrative regulation.

Agenda Book

Section 6. Requirements for Renewal of the Temporary Provisional Certificate for Teaching. (1) A candidate shall be eligible for the first renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional certificate;

(b) A minimum of six (6) semester hours or its equivalent from the approved preparation program; and

(c) Completion of Form TC-TP.

(2) A candidate shall be eligible for the final renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the content area or areas indicated on the initial provisional certificate;

(b) A minimum of six (6) new semester hours or its equivalent from the approved preparation program;

(c) The required assessments as established in 16 KAR 6:010; and

(d) Completion of Form TC-TP.

Section 7. Alternative Certification Teacher Program Completion Requirements. (1) If the candidate has successfully passed the required assessments as outlined in 16 KAR 6:010, and completed the required coursework, the institution shall provide written notice to the employing school district that a candidate is eligible to participate in the Kentucky Teacher Internship Program in each subject area covered by the temporary provisional certificate and in accordance with 16 KAR 7:010.

(2) When the candidate is prepared to enroll in the Kentucky Teacher Internship Program, the recommending institution shall complete and sign page five (5) of the TC-TP form and deliver it to the employing school district for submission to the Education Professional Standards Board.

(3) Upon completion of all program requirements of the alternative certification teacher program, including successful completion of the Kentucky Teacher Internship Program established in KRS 161.030 and 16 KAR 7:010, the candidate may make application to the Education Professional Standards Board for the professional certificate on the form TC-1, which is incorporated by reference in 16 KAR 2:010.

(4) Upon verification that a candidate has met all eligibility requirements for certificate issuance, the Education Professional Standards Board shall issue a professional certificate.

(5) A candidate who failed to successfully complete the assessments, the internship, or the required coursework during the initial issuance and two (2) renewals of the temporary certificate, in accordance with KRS 161.048(7), and who has been transitioned into an institution's traditional educator preparation program, shall be eligible for a Teacher Internship Statement of Eligibility-Confirmation of Employment as a Teacher upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(6) If a candidate fails to complete all alternative certification program requirements during the initial issuance and two (2) renewals of the temporary provisional certificate, in accordance with KRS 161.048(7), the employing school district may, pursuant to 16 KAR 2:010, 2:120, and 2:180, submit an application for emergency or conditional certification on behalf of the former employee to allow the individual to continue employment.

Section 8. University Requirements for an Alternative Certification Administrator Program. (1) An accredited college or university seeking to offer an alternative certification administrator program shall apply to the Education Professional Standards Board for program approval in accordance with 16 KAR 5:010.

(2) In addition to the standards for program approval established in 16 KAR 5:010, the educator preparation institution seeking alternative certification administrator program approval shall design the alternative certification administrator program to provide a candidate with the coursework and mentoring appropriate to permit a candidate to maintain employment in an eligible position and successfully complete any applicable assessments, including any internship or training programs, within a period of two (2) years for those enrolled in an alternative certification administrator program.

(3) Upon approval, the alternative certification administrator program unit shall:

(a) Assess a candidate's educational background and develop a plan of coursework that shall adequately prepare the candidate for successful completion of the requirements for program completion and certification for the areas and grade ranges that correspond with the candidate's school placement;

(b) Provide a candidate written and dated documentation of eligibility for the university alternative certification administrator program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h);

(c) Ensure that a candidate begins coursework no later than ninety (90) days from the date the eligibility notice is issued;

(d) Develop a written agreement to provide, in collaboration with the administration of the candidate's employing school, mentoring to the candidate in the employment setting which shall include:

1. A minimum of fifteen (15) hours of annual observation utilizing university faculty and a district-based mentor of the candidate practicing in the appropriate administrative role, as follows:

a. A minimum of five (5) hours of observation by university faculty;

b. A minimum of five (5) hours of observation by a district-based mentor; and

c. Five (5) hours of observation by either the university faculty or the district-based mentor;

2. A description of how support shall be offered to the candidate to assist the candidate in meeting the candidate's administrative responsibilities;

3. The name, contact person, and role for the collaborating educator preparation institution mentor; and

4. The name and role of all school district mentors;

(e) Establish a process to maintain regular communication with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement; and

(f) Notify the Education Professional Standards Board in writing if a candidate's employment in a covered position or enrollment in the alternative certification administrator program permanently ceases.

Section 9. Temporary Provisional Administrative Certificate. (1) The temporary provisional administrative certificate shall be issued for a validity period not to exceed one (1) year.

(2) The temporary provisional administrative certificate may be renewed a maximum of one (1) time.

(3) The temporary provisional administrative certificate shall be valid for employment in a position consistent with the area of certification being sought through the preparation program.

Agenda Book

Section 10. Issuance of a Temporary Provisional Administrative Certificate. (1) Prior to seeking employment in a Kentucky public school, a candidate shall request from the institution written and dated documentation of eligibility for the university based alternative certification administrator program to provide to school districts pursuant to KRS 160.345(2)(h).

(2) Prior to employment, a superintendent, on behalf of the employing local board of education, shall be responsible for requesting the temporary provisional certificate.

(3) The candidate shall submit to the Education Professional Standards Board an official college transcript from each college or university attended.

(4) The employing school district shall submit with Form TC-TP a completed and signed copy of the mentoring collaboration agreement with the university based alternative certification program as required by Section 8(3)(d) of this administrative regulation.

Section 11. Requirements for renewal of the temporary provisional certificate for an administrator. (1) A candidate shall be eligible for no more than one (1) renewal of the temporary provisional certificate.

(2) A candidate shall be eligible for renewal of the temporary provisional certificate upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school in the position indicated on the temporary provisional certificate;

(b) A minimum of six (6) semester hours or its equivalent from the approved preparation program; and

(c) Completion of Form TC-TP.

Section 12. Alternative Certification Administrator Program Completion Requirements. (1)(a) If the alternative certification administrator candidate for principal certification has successfully passed the required assessments, as outlined in 16 KAR 6:030, and completed the required coursework, the institution shall provide written notice to the district that the candidate is eligible to participate in the Kentucky Principal Internship Program in accordance with 16 KAR 7:020.

(b) When a principal candidate is ready to enroll in the Kentucky Principal Internship Program, the recommending institution shall complete page five (5) of the TC-TP form and deliver the form to the employing school district for submission to the Education Professional Standards Board.

(2)(a) An alternative certification administrator candidate who failed to complete the assessments, the internship, or the required coursework during the initial issuance and one (1) renewal of the temporary provisional certificate and who has been transitioned into an institution's traditional preparation program, shall be eligible for an administrative certificate in the area of study upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(b) If the candidate was initially enrolled in the alternative certification program for principal, the candidate shall be eligible for a Principal Internship Statement of Eligibility-Confirmation of Employment as a Principal/Assistant Principal in an Accredited Kentucky School upon recommendation of the institution after the candidate's completion of the preparation program and the required assessments.

(3)(a) During the period of enrollment in the alternative certification administrator program, a candidate seeking superintendent certification and serving in a local school district as a superintendent or assistant superintendent shall successfully complete both the coursework in the institution's alternative certification administrator program as well as the Superintendents Training Program and assessments required in KRS 156.111.

(b) The college or university faculty shall maintain contact with the employing school district and the Kentucky Department of Education regarding the completion of coursework to ensure that a superintendent candidate has completed the required coursework to prepare for the assessments and participation in the Superintendents Training Program.

(4) Upon completion of the alternative certification administrator program, the assessments, and the internship or Superintendents Training Program as applicable, the university shall provide a recommendation for the professional certificate on the candidate's TC-1 form.

(5) Upon verification that a candidate has met all eligibility requirements for certificate issuance, the Education Professional Standards Board shall issue a professional certificate.

Section 13. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Application for Temporary Provisional Certification", Form TC-TP, May 2007;

(b) "Teacher Internship Statement of Eligibility-Confirmation of Employment as a Teacher", November 2004; and

(c) "Principal Internship Statement of Eligibility-Confirmation of Employment as a Principal/Assistant Principal in an Accredited Kentucky School", May 2005.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (33 Ky.R. 3567; 34 Ky.R. 10; eff. 7-19-2007; 40 Ky.R. 623; 1012; eff. 12-6-2013.)