

Agenda Book
EPSB Meeting Agenda
EPSB Offices
100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
August 3, 2009

Monday, August 3, 2009

9:00 AM EDT **Call to Order**

Swearing-In of New Board Members

Roll Call

[Approval of May 18, 2009 Minutes](#) (Pages 1-30)

Open Speak

Report of the Executive Director

A. Report from the Kentucky Department of Education

B. Report from the Council on Postsecondary Education

Report of the Chair

Appointment of the Nominating Committee

Appointment to the Kentucky Advisory Council on Internships
(KACI)

Committee Report

Information/Discussion Items

A. [Financial Report for Fiscal Year 2009](#) (Mr. Gary Freeland)
(Pages 31-32)

B. [Awarded Contracts](#) (Mr. Freeland) (Pages 33-34)

C. [16 KAR 6:010. Written Examination Prerequisites for Teacher Certification Update](#) (Mr. Robert Brown) (Pages 35-36)

Action Items

A. [Murray State University Accreditation](#) (Ms. Allison Bell)
(Pages 37-44)

B. [University of Louisville Accreditation](#) (Ms. Bell) (Pages 45-50)

C. [Approval of Educator Preparation Program: Moderate and Severe Disabilities \(Bachelor's Level\) and Moderate and Severe Disabilities \(Graduate Level\), Asbury College](#) (Ms. Bell)
(Pages 51-58)

D. [Approval of Educator Preparation Program: Interdisciplinary Early Childhood Education \(Bachelor's Level\), Campbellsville University](#) (Ms. Bell) (Pages 59-64)

E. [Approval of Educator Preparation Program: Environmental Education P-12 Endorsement \(Graduate Level\), Morehead State University](#) (Ms. Bell) (Pages 65-70)

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- F. [Approval of Educator Preparation Program: Instrumental Music P-12 \(Bachelor's Level\) and Vocal Music P-12 \(Bachelor's Level\); and Supervisor of Instruction P-12 and Superintendent, University of the Cumberlands](#) (Ms. Bell) **(Pages 71-80)**
- G. [Approval of Educator Preparation Program: Biological Science 8-12 \(MAT\), Chemistry 8-12 \(MAT\), Earth Science 8-12 \(MAT\), and Physics 8-12 \(MAT\); University of the Cumberlands](#) (Ms. Bell) **(Pages 81-88)**
- H. [Approval of Educator Preparation Program: Alternative Route to Certification Proposal for Master of Arts in Teaching in Four Science Areas: Chemistry, Physics, Earth Science, and Biology; University of the Cumberlands](#) (Ms. Bell) **(Pages 89-98)**
- I. [Approval of Educator Preparation Program: School Guidance Counselor, Spalding University](#) (Ms. Bell) **(Pages 99-104)**
- J. [Approval of Teacher Leader Master's and Planned Fifth-Year Programs, Murray State University](#) (Ms. Bell) **(Pages 105-112)**
- K. [Approval of Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program; Morehead State University](#) (Ms. Bell) **(Pages 113-120)**
- L. [Approval of Contract](#) (Mr. Gary Freeland) **(Pages 121-122)**
- M. [16 KAR 7:010. Kentucky Teacher Internship Program Amendment, Final Notice](#) (Mr. Robert Brown) **(Pages 123-154)**
- N. [Kentucky Teacher Internship Appeals](#) (Mr. Brown) **(Pages 155-156)**
- O. [KTIP Funding Priority](#) (Mr. Brown) **(Pages 157-158)**

Waivers

- A. [16 KAR 6:030. Examination Prerequisites for Principal Certification, Request to Waive the Minimum Score on the School Leaders Licensure Assessment \(SLLA\)](#) (Mr. Brown) **(Pages 159-162)**
- B. [16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements, Dr. William Phillips on behalf of Ms. Jenna Fee and Tiffany Welch](#) (Ms. Bell) **(Pages 163-166)**
- C. [16 KAR 2:010. Request to Waive 15 New Graduate Hours for the Initial 5-Year Renewal of a Certificate, Ms. Jessica Phillips](#) (Mr. Mike Carr) **(Pages 167-170)**

Alternative Routes to Certification

- A. [Ms. Patricia Smaracko: Business and Marketing, Grades 5-12, Computer Information Systems, Grades P-12](#) (Mr. Mike Carr) **(Pages 171-174)**

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- B. [Mr. David Civello, Chemistry, Grades 8-12](#) (Mr. Carr)
(Pages 175-178)
- C. [Ms. Jennifer Almeida, Music, All Grades](#) (Mr. Carr)
(Pages 179-181)

Board Comments

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

Certification Review and Revocation: Pending Litigation Review

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

Adjournment

Next Regular Meeting:
September 14, 2009
EPSB Offices

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The actions delineated below were taken in open session of the EPSB at the May 18, 2009 meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

**Education Professional Standards Board (EPSB)
Summary Minutes of the Regular Business Meeting
EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, Kentucky
[May 18, 2009](#)**

Call to Order

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

Swearing-In of New Board Member

The EPSB's newest member, Ms. Becky Sagan, was out-of-town on business and therefore unable to attend the EPSB meeting and be sworn in.

Roll Call

The following members were present during the May 18, 2009 EPSB meeting: Lonnie Anderson, Frank Cheatham, Michael Dailey, John DeAtley, Mary Hammons, James Hughley, Lynn May, Gregory Ross, Sandy Sinclair-Curry, Zenaida Smith, Tom Stull, and Lorraine Williams. Cathy Gunn, Becky Sagan, Bobbie Stoess, and Cynthia York were absent.

Approval of March 2, 2009 Minutes

Motion made by Mr. Lonnie Anderson, seconded by Dr. Frank Cheatham, to approve the March 2, 2009 minutes as amended to note that Mr. Tom Stull was absent during the meeting.

Vote: *Unanimous*

Open Speak

There were no requests for Open Speak.

Report of the Executive Director

Dr. Rogers asked everyone to remember board member Bobbie Stoess and her husband. He recently had a second heart attack and is on the mend.

Dr. Rogers discussed the EPSB's involvement with an expansion of KDE's Kentucky Statewide Longitudinal Data System (KSLDS), formerly known as KIDS. KSLDS provides information for helping students, reporting, promoting data-driven decision making, and uncovering opportunities to increase efficiency. Currently the project is in its second phase in sharing data among the EPSB, CPE, and KDE. As the goal of the project is to form a central location for sanitized unidentifiable data to use for research, eventually KSLDS will share data with the Kentucky Higher Education Assistance Authority and human resource departments within districts. Dr. Rogers stated the importance of moving forward with KSLDS in order to utilize the aggregated information

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to make connections with the data in teacher performance and preparation. Through a federal stimulus fund called Race to the Top, the EPSB, CPE, and KDE anticipate receiving funds to support the original KSLDS project. There is 250 million dollars available for data systems such as this across the nation.

Dr. Rogers recognized Senator Alice Forgy-Kerr in the audience and expressed the pleasure of the board that she was present.

Report from the Kentucky Department of Education

Mr. Michael Dailey reported on the recent work of KDE. The search continues for a new commissioner to replace Jon Draud. Kevin Noland will replace Elaine Farris on July 1st as the interim commissioner. Mr. Dailey also reported that due to Race to the Top efforts, especially concerning strategic management of human capital (an effort to define and measure teacher effectiveness), multi-state efforts are just beginning and will likely include extended partnerships.

Report from the Council on Postsecondary Education

Mr. John DeAtley reported on the recent work of CPE as follows:

- The Governor requested that CPE coordinate an effort for Kentucky to receive economic stimulus funds. As a result, CPE created six (6) working groups who have developed papers on such topics as energy, STEM, NASA, and college readiness. CPE is sending these 58 papers for the Governor to review, and he will determine if further information is needed.
- The Improving Educator Quality (IEQ) RFP year will be released by the end of May.
- CPE continues its work on SB 1 implementation. The next step toward implementation is the creation of groups to develop standards. CPE expects an invitation to report on the groups' work to the Education Assessment & Accountability Review Subcommittee (EAARS) in June.

Legislative Update

Ms. Alicia Sneed reported that the EPSB did not succeed in getting SB 59 (the KTIP bill) passed, but the EPSB does have responsibilities under SB 1. The four (4) initiatives the EPSB must complete within the next 3 years as a result of SB 1 are as follows:

- 1) Immediately analyze current requirements at the pre-service level for writing instruction and determine how writing instruction for prospective teachers can be enhanced or improved. Drs. Rogers and Troupe are working on a plan to implement this requirement. They will present it to the board in the fall.
- 2) Work with KDE in 2009 and 2010 to identify any major weaknesses that may be attributed to the quality of writing instruction and consider where and how these writing skills should best be taught to teachers.
- 3) Beginning in 2011, the EPSB shall ensure that each teacher preparation program includes the use of the academic standards in the pre-service education programs and that all teacher interns after the effective date of SB 1 will have experience planning classroom instruction based on the revised standards.

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- 4) In collaboration with KDE and CPE, the EPSB shall coordinate information and training sessions for faculty and staff in all of the teacher preparation programs in the use of the revised academic content standards.

Additional bills that passed during the legislative session which may affect the EPSB include HB 315, pertaining to cyber-crimes; HB 322, providing districts with the ability to request waivers for makeup days from the commissioner and allowing for the possibility of extended instructional days; and SB 148, requiring parent members of site-based councils to have criminal background checks.

Ms. Sneed informed the board of the strong possibility of a special session in June to discuss the upcoming state budget.

Report of the Chair

Appointments/Reappointments to the Kentucky Advisory Council on Internships (KACI)

Ms. Lorraine Williams made the following new appointments to the Kentucky Advisory Council on Internships (KACI): Roger Wagner, Randy McCallon, Andrea Nielsen, and Melanie Robbins. Aimee Webb and Megan Purcell were reappointed to KACI.

Committee Report

There were no committee reports.

Information/Discussion Items

SLLA and Teaching Reading Test Reviews

Mr. Robert Brown reported that EPSB staff and the Educational Testing Service (ETS) recently hosted a review of the redesigned *School Leadership Licensure Assessment (SLLA)-1011* and the newly developed Praxis II *Teaching Reading (0204)* test.

The SLLA is now tied directly to the 2008 Interstate School Leadership Licensure Consortium (ISLLC) standards, and the length and format have changed substantially. The three (3) changes to the SLLA assessment are detailed in the table below.

Current SLLA	Revised SLLA
Six-hour test	Four-hour test
25 constructed response items	100 multiple choice items; 7 constructed response
\$430.00	\$350.00

The purpose of the review was to provide administrator educators the opportunity to review the new test prior to the Standard Setting Studies (SSS).

Since the old SLLA test will no longer be administered, the new assessment will be used this fall. ETS will be facilitating two multi-state SSSs for the SLLA, and cut scores will not be established for the test until both panels meet. Each state will ultimately determine the passing score requirement for licensure in that state. Mr. Brown stated that EPSB staff would like to conduct its own SSS when creating a cut score for the SLLA.

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He further reported that currently there is no Kentucky-validated assessment appropriate for deeming teachers highly qualified (HQ) to teach reading. A review of *Teaching Reading (0204)* was conducted to determine whether to proceed with a SSS for possible use of the test as a measure for determining HQ status for teaching reading. The test would not be required for certification, but it would serve as an option for teachers whose certification grants them the ability to teach reading and who also want to be deemed HQ to teach reading. Panelists agreed that this assessment would be a good option for teachers seeking to be deemed HQ to teach reading at all grade levels.

16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Notice of Intent

Mr. Brown reported on three (3) proposed changes to 16 KAR 7:010 based upon KTIP Task Force recommendations. He noted that some task force recommendations were unable to come to fruition due to the failure of Senate Bill 59.

The first proposed regulation change would provide the opportunity for an intern to receive mentoring in a collaborative setting if such collaboration meets the needs of the intern as defined in the professional growth plan and is documented on the resource teacher timesheet.

The second proposed regulation change would allow a resource teacher to serve up to two (2) interns. If a resource teacher serves two (2) interns, an additional 50 hours is not required since the 50 hours may be used in a collaborative setting.

The third proposed regulation change is revision to language referring to tasks A- J to align with updates to the Teacher Performance Assessment handbook.

Mr. Brown will bring this item back at the August board meeting for action.

Union College: Report of Accreditation Issues

Dr. Lou Ann Hopper, Dean of Graduate Programs at Union College, gave a second 6-month progress report on Union College's program improvements. She stated that the staff has gone from being reactive to proactive and the college hired an outside consultant who has been a great source of information and support. Other improvements included adding an instruction technology specialist position, conducting a data review meeting in February, holding a spring retreat at the end of the semester that focused on a continuous assessment plan, researching how to improve the reliability of rubrics, and increasing the involvement of P-12 partners. Additionally, the college's conceptual framework includes a stronger focus on the dispositions, knowledge, and pedagogical skills related to diversity.

Dr. Hopper stated that the progress report has allowed faculty to accurately reflect on the progress of its programs. She added that EPSB staff has been very supportive, and she appreciates the assistance given to Union.

Mr. Tom Stull asked how Union College can ensure that the reported changes have improved candidate preparation. Discussion ensued. Dr. Hopper stated that feedback from P-12 committees and data collected at the end of each semester will create a feedback loop that will be useful in determining the effects of the changes. Chair Lorraine Williams asked Dr. Hopper to consider reflecting on progress throughout the school semester instead of just at the end. Dr. Troupe asked that this progress report be

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the last in order for Union College representatives to prepare for the college's 2010 accreditation visit.

FY 2010 EPSB Budget

Deputy Executive Director Gary Freeland reported that no information is available on the FY 2010 EPSB budget at this time due to the ongoing Governor's office review of the state budget. He added that staff from the Office of Financial Management and Economic Analysis will submit a report next week, forecasting the state's revenue for FY 2010. Budget information will probably not be released until after that report is released.

Mr. Freeland informed the board that the agency's budget has been reduced by 21% compared to the 2008 budget. He expects the 2010 budget to remain at a 21% reduction with another possible cut if a special session is called by the Governor this June.

Mr. Freeland inquired with the Governor's office and cabinet secretary's office to see if federal stimulus funds would be given to the EPSB. He has not received a response yet. More details of the FY 2010 EPSB budget will be available at the August board meeting.

Amended Contracts

Mr. Gary Freeland reported that two (2) KTIP contracts – the University of Kentucky and Morehead State University - were amended for \$6,000.00 each.

Action Items

KTIP Budget Issues

Mr. Robert Brown reported that in FY 2009 the EPSB supported 2,731 interns under the regular KTIP program, along with 107 Career and Technical Education (CTE) interns. Due to the lack of appropriate funding and budget, 231 interns were denied entry into KTIP in FY 2009.

Additionally, teacher educators and universities have been affected by the EPSB's shortage of funds for the KTIP program. Mr. Brown stated that many districts have been supporting resource teacher pay for interns denied entry into KTIP.

Mr. Freeland reviewed the KTIP funding scenarios with the board. The following three (3) options were presented for the board to consider:

- 1) Reduce the resource teacher (RT) stipend to \$1300.00
- 2) Reduce the RT stipend to \$1250.00
- 3) Reduce the RT stipend to \$1200.00.

All scenarios have a 2404 intern cap, and an estimated 201 interns would be unable to enter the KTIP program in options 1 and 2. In options 2 and 3, the available funding for university contracts is increased to \$632,000, just over 50% of the funding universities received prior to 2009.

Board discussion ensued over the resource teacher (RT) pay.

Mr. James Hughley stated that if the EPSB receives additional resources for KTIP he would like the EPSB to set priorities on how to use those funds. His first priority would

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be to enroll those interns unable to enter into KTIP. His second priority would be to restore the resource teacher stipend.

Mr. Greg Ross stated that reducing the RT stipend by \$200 may deter some from becoming resource teachers, but he understands the seriousness of the effects on universities by reducing their contracts as well. He asked if EPSB staff could develop scenarios for how districts could use Title I and Title II money to subsidize the RT stipend.

Ms. Smith stated that the decision of the board is not easy, but she is proud to be a member of the EPSB. She added that the board has made extreme efforts over the past few years to increase funding for KTIP. Dr. Rogers stated that he is very encouraged about the commitment to KTIP from all stakeholders. He asked Lynn May, James Hughley, and Greg Ross to send a message to KEA (as well as JCTA for Mr. Hughley) in hopes the organization(s) will support the EPSB's decision.

2009-006

Motion made by Mr. John DeAtley, seconded by Ms. Zenaida Smith, to approve option 2 with a stipend of \$1,250.00 and a cap of 2,404 interns. If first year teachers are not admitted to KTIP because of a cap, they shall be issued a provisional certificate. If additional resources for KTIP are received, the first priority shall be to enroll those interns unable to enter into the program. The second priority shall be to restore the resource teacher stipend. Communication from EPSB staff shall be sent to districts and schools outlining how to access Title I and Title II funds and other resources that may be used to support KTIP.

Vote: Unanimous

Approval of Contracts

2009-007

Motion made by Mr. DeAtley, seconded by Mr. James Hughley, to approve 8 KTIP university contracts at \$632,112.00 or \$263.00/intern.

Vote: Unanimous

16 KAR 8:030. Continuing Education Option for Certificate Renewal and Rank Change, Amendment, Final Action

Mr. Robert Brown reported that recommendations for amendments to this regulation were reviewed at the March board meeting. At that time board members requested that the task force further discuss the requirement of graduate course work. The board's areas of concern were as follows:

- * Should all course work completed for the CEO be graduate level?
- * Should allowances be made for those individuals who could support with documentation the need for content level courses not at the graduate level?

The task force met in response to these concerns and gave the following recommendation:

A minimum of six (6) graduate credit hours of university course work should be required. However, candidates seeking Rank 2 may take undergraduate course(s) if a graduate

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level course(s) that supports the CEO Professional Growth Plan (PGP) is unavailable and a written request is submitted to and approved by EPSB staff. All course work is initiated after plan approval. Evidence of successful completion of the course work is provided in the CEO portfolio.

Mr. Brown explained that the \$900.00 fee schedule recommended at the March board meeting was increased to \$1,100.00 during the task force's last meeting.

2009-008

Motion made by Ms. Lynn May, seconded by Ms. Sandy Sinclair-Curry, to approve the CEO Task Force recommendations and revise 16 KAR 8:030.

Vote: *Unanimous*

Dr. Rogers thanked the CEO task force for its outstanding work.

Certification Task Force Recommendations

Mr. Carr reviewed the Certification Task Force recommendations (see March 2, 2009 minutes for details). He noted that recommendations 9 and 10 would require a KTIP statute change. Mr. Carr advised that the board may not want to open this statute immediately, due to the failure of Senate Bill 59 during the last legislative session. Approval of the recommendations would require the Director of Legal Services, Ms. Alicia Sneed to place these items on the legislative agenda immediately.

Mr. Carr noted that after the last board meeting, an American Sign Language P-12 endorsement certificate was added to recommendation V.

2009-009

Motion made by Dr. Frank Cheatham, seconded by Ms. Zenaida Smith, to approve the Certification Task Force recommendations with the exception of recommendations IX and X.

Vote: *Unanimous*

EPSB Meeting Schedule

2009-010

Motion made by Mr. DeAtley, seconded by Mr. Tom Stull, to approve the EPSB meeting schedule as presented for 2009 – 2010.

Vote: *Unanimous*

Midway College: Accreditation of the Educator Preparation Unit

Dr. Marilyn Troupe noted that accreditation approval for Midway College would apply to the School for Career Development off-campus sites only.

2009-011

Motion made by Mr. DeAtley, seconded by Dr. Frank Cheatham, to accept the recommendation of the AAC and grant ACCREDITATION for Midway College School for Career Development.

Vote: *Unanimous*

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Chair Williams thanked Midway representatives for their compliance and wished them the best.

Approval of Educator Preparation Program: Master of Arts in Education: Teacher as Leader Program, Northern Kentucky University

2009-012

Motion made by Dr. Cheatham, seconded by Ms. Smith, to approve the NKU request for the Master of Arts in Education: Teacher as Leader and Endorsement Program.

Vote: *Unanimous*

Dr. Rogers congratulated Northern Kentucky University for becoming the first public university to have a Teacher as Leader program. He added that the program is an excellent model.

Approval of Educator Preparation Program: Master of Arts in Education: School Guidance Counselor, University of the Cumberlands

2009-013

Motion made by Mr. Lonnie Anderson, seconded by Mr. DeAtley, to approve the proposed educator preparation program addition.

Vote: *Unanimous*

Application for Off-Site Campus, Campbellsville University

2009-014

Motion made by Mr. DeAtley, seconded by Mr. Michael Dailey, to approve the Campbellsville University request to establish three (3) off-site campuses.

Vote: *Yes – 11*

Recuse – 1 (Dr. Frank Cheatham)

Waivers

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

2009-015

Motion made by Ms. May, seconded by Mr. Anderson, to approve the waiver request.

Vote: *Unanimous*

16 KAR 2:010. Request for Waiver of 15 New Graduate Hours for the Initial 5-Year Renewal of a Certificate, Mr. Henry Hayes

Motion made by Mr. Greg Ross, seconded by Ms. Smith, to deny the waiver request.

Vote: *Yes – 2 (Mr. Greg Ross, Ms. Zenaida Smith)*

No – 10

Board discussion ensued. Mr. Carr stated that Mr. Hayes is aware that he must complete his entire Master's degree in three (3) years. When asked why he voted to deny the waiver, Mr. Greg Ross replied that he didn't believe Mr. Hayes' reasoning was an extenuating circumstance. In response to a board member's question, Mr. Carr stated that

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Mr. Hayes must have 15 hours of his Master's degree completed between now and September 1 or he will no longer be able to teach. Ms. Sandy Sinclair-Curry stated that she is willing to grant Mr. Hayes three (3) more years to complete his full degree after reviewing district documentation of his good work.

2009-016

Motion made by Ms. May, seconded by Ms. Sinclair-Curry, to approve the waiver request.

Vote: Yes – 10

No – 2 (Mr. Greg Ross, Ms. Zenaida Smith)

Alternative Route to Certification Application

Charles Stevens, Mathematics, Grades 8-12

Ms. Lynn May asked if Mr. Stevens would be required to have professional development in pedagogy. Mr. Carr responded that Option I was designed for individuals with work experience outside the teaching profession. He added that Mr. Stevens would be required to complete KTIP where he would learn pedagogy.

2009-017

Motion made by Mr. DeAtley, seconded by Dr. Cheatham, to approve the alternative route to certification application.

Vote: Unanimous

Board Comments

The board had no further comments.

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW May 18, 2009

Motion made by Sandy Sinclair Curry, seconded by Lynn May, 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. John DeAtley, seconded by Ms. Mary Hammons, to return to open session.

Vote: Unanimous

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

Frank Cheatham, Zenaida Smith, James Hughley, Lorraine Williams, Tom Stull, Mary Hammons, John DeAtley, Lonnie Anderson, Michael Dailey, and Gregory Ross.

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Attorneys present were Alicia A. Sneed, Gary A. Stephens, Bryan West, Cynthia Grohmann, Courtney Baxter, Jason Rothrock, and Angela Evans.

Vote: *Unanimous*

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
08111137	Hear
09018	Hear
08101092	Admonish
08101090	Hear
08121204	Defer for proof
08121216	Hear
08121210	Hear
090131	Defer for proof
08101076	Hear
09011	Admonish
08121202	Hear
0903105	Admonish
08121198	Hear
08121164	Hear
08111134	Admonish
090265	Defer for proof
090263	Defer for proof
08121200	Defer for proof
090139	Defer for proof
08111161	Defer for proof
09015	Admonish
090134	Dismiss
08121208	Admonish
08111128	Hear
08111126	Admonish
08121232	Hear
08111139	Admonish
08121180	Hear
08111190	Admonish
090151	Hear
090261	Hear
090141	Hear
08121168	Admonish
08121170	Hear
090147	Hear
0903111	Hear
090283	Admonish
08121214	Hear

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08121228	Hear
090281	Admonish
08121212	Hear
090127	Hear
08111188	Hear
090153	Hear
090120	Hear
090257	Hear
08121184	Hear
08111144	Defer
090287	Hear
08121234	Hear
08121166	Hear
08121194	Hear
09013	Hear
090149	Hear
090137	Hear
08121230	Defer for proof
090155	Defer for proof
090267	Defer for proof
08101070	Hear
08121206	Hear
08111155	Defer
0903151	Hear
090259	Defer
08101096	Hear
0804780	Dismiss
07-05103	Dismiss
08010167	Dismiss
0805822	Defer for proof
06-09237	Dismiss
08091004	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
09166	Approve
09167	Approve
07139	Approve with Conditions
09177	Approve
09130	Approve
09183	Approve
09184	Approve
09187	Approve
09186	Approve
09193	Approve

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09196	Approve
09197	Approve
09198	Approve
09209	Approve
09212	Approve
09231	Approve
09234	Approve
081417	Approve
09238	Approve
09263	Approve
09260	Approve
09271	Approve
09273	Approve
09275	Approve
09285	Approve
09264	Approve
09287	Approve
09293	Approve
09294	Approve
09295	Approve
09213	Approve
09310	Approve
09276	Approve
09296	Approve
09278	Approve
09313	Approve
09219	Approve
09305	Approve
09331	Approve
09325	Approve
09336	Approve
09334	Approve
09355	Defer
09185	Approve
09364	Approve
09365	Approve
09371	Approve
09378	Approve

Agreed Orders

Case Number

Decision

07-09165 (Terrace Dillow)	Accept Agreed Order which provides that upon completion of six (6) hours of professional development training, with at least three (3) of those hours being in the area of ethics, the case against
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Respondent shall be dismissed. Respondent shall bear the cost of the training. If Respondent has not completed all training by December 31, 2009, this Agreed Order shall be null and void, and the Board will consider other sanctions.

Vote: *Unanimous*

0803683 (Judy Jennings)

Accept Agreed Order which provides for the following:

1. Respondent is admonished for damaging the dignity and integrity of the teaching profession by driving under the influence of alcohol and by having a minor child in the car at the time.
2. Respondent shall be placed on probation for a period of two (2) years beginning on the date the Board approves this Agreed Order. During the period of probation, Respondent shall attend at least two (2) Alcoholics Anonymous meetings per week, and Respondent shall not be convicted of any criminal offense involving alcohol, such as public intoxication or driving under the influence. Should Respondent violate these conditions, the Board may initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

0808994 (Mark Bennett)

Accept Agreed Order which states as follows:

1. Respondent is admonished for damaging the dignity and integrity of his profession by consuming alcohol during the lunch hour of a work day.
2. Respondent is placed on probation for a period of two (2) years beginning on the date the Board approves this Agreed Order. The probation is subject to the following conditions: Respondent shall be assessed for substance abuse counseling and/or treatment by a service provider approved by the Board within sixty (60) days of the date the Board approves this Agreed Order. Respondent shall follow all counseling and/or treatment recommendations. It shall be Respondent's responsibility to report his compliance to the Board. Should Respondent violate the requirements of this paragraph, his certificate and all endorsements shall be immediately suspended until he provides proof

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that he is in compliance with the requirements of this paragraph.

Vote: *Unanimous*

07-0336 (Jon Charles)

Accept Agreed Order revoking Respondent's Kentucky Teaching Certificate, retroactively in part, for a period of five (5) years effective December 8, 2004. During this revocation period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent agrees that he is ineligible to hold a teaching certificate and he is voluntarily, knowingly, and intelligently surrendering his certificate for cause. Respondent shall surrender the original Certificate and all copies to EPSB, by hand delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601. In addition to any educational requirements, re-issuance of Respondent's teaching certificate at the conclusion of the five (5) year period is expressly conditioned upon Respondent providing written evidence to the Board that he has complied with the following:

1. Respondent shall complete twelve (12) hours of ethics training. Any expense for required training shall be born by the Respondent.
2. With his application for re-issuance, Respondent shall supply the Board with a current national and state criminal background check. Any expense for the criminal background check shall be born by the Respondent.
3. With his application for re-issuance, Respondent shall supply to the Board letters of recommendation from two (2) educators with current Kentucky certification in good standing in which the educators attest that Respondent is morally and ethically fit to hold a teaching certificate. Failure to meet any of the above conditions will result in Respondent being denied re-issuance of a Kentucky teaching certificate at the conclusion of the five (5) year period.

Vote: *Unanimous*

07-0593 (Harold Litteral)

Accept Agreed Order Agency dismissing case number 07-0593 without prejudice on the following condition.

1. On or before July 31, 2009, Respondent shall present written evidence to the Board that he has

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successfully completed twelve (12) hours of Board-approved ethics training, any expense for which will be born by the Respondent. Should Respondent fail to satisfy this condition, his certificate shall be automatically suspended until this condition is met.

Vote: *Unanimous*

08020636 (Sheila Lynch)

Accept Agreed Order admonishing Respondent for failing to use appropriate means of discipline and discourse with students. The Board reminds Respondent that as an educator it is her duty to protect the health, safety and emotional well-being of each and every student in her classroom and to refrain, no matter how difficult the situation, from disparaging those in her care. On or before August 1, 2009, Respondent shall present written evidence to the Board that she has successfully completed six hours of anger management counseling and six hours of training/professional development in the area of sensitivity and/or teaching diverse student populations, approved by the Board and at her own expense. Should Respondent fail to satisfy these conditions, her certificate shall be automatically suspended until these conditions are met.

Vote: *Unanimous*

0805865 (Edward Hughes)

Accept Agreed Order dismissing Case number 08-05865 on the condition that Respondent provide written evidence to the Board, on or before June 1, 2009, that he has successfully completed both the anger management counseling and classroom management training required by Fayette County Public Schools. If Respondent fails to satisfy this condition, his certificate shall be suspended until this condition is met.

Vote: *Unanimous*

0805869 (Michael Jones)

Accept Agreed Order which states as follows: Respondent shall complete twelve (12) hours of anger management training as approved by the Board by August 31, 2009. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy the conditions of this Agreed Order or he receives any additional criminal charges, his certificate shall be automatically suspended until the training has been completed. If Respondent shall received additional criminal charges, this matter

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will be reopened, his certificate suspended and remain suspended pending investigation into any additional pending charges.

Vote: *Unanimous*

05-08158 (Michael Ashley) Accept Agreed Order which states as follows:
The parties agree that the Respondent's teaching certificate is temporarily suspended pending the appeal of his criminal conviction out of the Harlan Circuit Court, Criminal Action No. 05-CR-00180. Respondent's teaching certificate shall remain suspended until an Order has been issued on the appeal of his criminal case. Should his conviction be upheld once all appeals have been exhausted, his teaching certificate will be converted from a suspension to a permanent revocation.

Should Respondent receive a reversal and remand on his criminal conviction, his certificate shall remain suspended pending the resolution of a new trial and any appeals that follow. Should Respondent's criminal conviction be overturned, his teaching certificate shall be reinstated pending any further action by the Kentucky Education Professional Standards Board.

Vote: *Unanimous*

07-0348 (Joan Carter) Accept Agreed Order revoking Respondent's certificate for a period of seven (7) years from January 30, 2008. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on her behalf, at the conclusion of the seven (7) year revocation period is expressly conditioned upon Respondent providing written evidence to the Board, at the time of application, that she has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of sexual harassment, ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense

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incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

07112183 (Zach Wagner)

Accept Agreed Order revoking Respondent's certificate for three (3) years beginning July 1, 2006 through July 1, 2009. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. At the conclusion of the three year period, issuance of any certificate to or on behalf of Respondent, is expressly conditioned upon Respondent providing to the Board, in addition to proof of any academic requirements, the following.

1. Respondent shall submit a letter from his probation officer stating that Respondent has complied and continues to comply with all terms of probation set forth in the Court's Order of April 25, 2006.
2. Respondent shall undergo a comprehensive physical assessment by a Kentucky licensed and/or certified physician, approved by the Board. Respondent shall present written evidence to the Board from the assessing physician that Respondent is fit to return to the classroom. Should Respondent fail to satisfy either of these conditions, any application for certification submitted by him, or on his behalf, shall be denied. From the date of the Board's acceptance of this Order, any certificate the Board issues to or on behalf of Respondent, shall be subject to the following probationary conditions.
 1. By July 1 of each year of certification, Respondent shall submit a copy of his current criminal record as prepared by the Kentucky State Police.
 2. Respondent shall continue to comply with all terms of probation set forth in the Court's Order of April 25, 2006 until he is released from supervision and the period of probation expires. Respondent shall also provide written proof that he has been released from the probation set forth in the Court's Order of April 25, 2006.
 3. Respondent shall not be convicted of any crime involving the use of any controlled substance and/or alcohol.
 4. On or before July 1, 2009, Respondent shall submit written proof to the Board that he has completed 50 hours of community service work at a

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placement approved by the Board. Should Respondent violate any of these conditions, his certificate and any and all endorsements shall be automatically suspended for a period of two years and subject to additional disciplinary sanctions pursuant to KRS 61.120.

Vote: *Unanimous*

07-0234 (Gretchen Gilkey) Accept Agreed Order suspending Respondent's certificate from the date this order is approved by the Board until January 1, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07-06111 (Mary Drummond) Accept Agreed Order admonishing Respondent for neglect of duty. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. As an educator, Respondent must ensure that her students are never placed in potentially dangerous situations. The Board will not tolerate any further incidents of misconduct from Respondent. This agreed order is expressly conditioned upon Respondent providing written proof, by December 31, 2009, that she has attended safe crisis management training. If Respondent fails to submit the required report by the due date, any and all certificates issued to Respondent shall be automatically suspended until this condition has been met. Any expense for the training shall be paid by Respondent.

Vote: *Unanimous*

05-11216 (Robert Mudd) Accept Agreed admonishing Respondent for engaging in inappropriate physical interactions with a student and for using profanity in his classroom. A teacher in the Commonwealth of Kentucky has a duty to protect the health and safety of students and must remain aware of the line between appropriate and inappropriate physical interaction when disciplining a student. The Board reminds Respondent that as a teacher, he has a duty to maintain the dignity and integrity of the profession

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and to set a positive example for his students. This settlement agreement is expressly conditioned upon Mudd's completion of twelve (12) hours of professional development/training in the area of ethics. All training must be approved by the Board. Respondent must provide written proof to the Board that he has completed the training by May 31, 2010. Any expense incurred for said training shall be paid by Respondent. Should Respondent fail to meet any of the requirements listed above, his certificate shall be automatically suspended until he provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

07122830 (Norma Tucker) Accept Agreed Order admonishing Respondent for failing to follow a directive. As an experienced educator, Respondent should be aware that such behavior is tantamount to insubordination. The Board will not tolerate any further incidents of misconduct from Respondent. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has completed an eight (8) hour course in classroom management and a course in Core Content Review by September 1, 2009. All training must be approved by the Board and any expense incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until she provides written proof to the Board that she has completed the conditions.

Vote: *Unanimous*

05-10186 (Gregory Dean) Accept Agreed Order suspending Respondent's certificate for a period of two (2) years retroactively from September 19, 2005 through September 19, 2007. Upon acceptance of this Agreed Order by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, re-issuance of Respondent's certificate at the conclusion of the two (2) year suspension period is expressly conditioned upon the following: 1.

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Respondent shall complete twelve (12) hours of professional development/training in the area of ethics, as approved by the Board. Respondent must provide written proof of said training to the Board prior to reinstatement. Any expense for training shall be incurred by Respondent. 2. Prior to reinstatement of Respondent's certificate, Respondent shall submit to a random drug test to be administered by a clinical provider approved by the Board pursuant to 16 KAR 1:030. Respondent shall pay all costs associated with the drug testing. Respondent's certificate will not be reinstated if said drug test comes back positive for any of the substances listed in 16 KAR 1:030.

3. Prior to reinstatement, Respondent shall supply the Board with a report from a licensed and Board approved alcohol/substance abuse counseling program that he has been assessed and complied with all recommended treatment. Any expense for said assessment and treatment shall be paid by Respondent. Should Respondent fail to meet any of the requirements listed above, his certificate will not be reinstated. Upon re-instatement, Respondent's certificate shall be subject to the following probationary conditions for a period of five (5) years: 1. Respondent, in accordance with KRS 161.175, shall submit to random drug testing to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be suspended for a period of two (2) years. Reinstatement of Respondent's certificate shall be conditioned upon Respondent submitting to a random drug test to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. Respondent's certificate will not be reinstated if the test is positive for any illegal substances or byproducts of illegal substances. 2. Respondent shall receive no further drug related criminal convictions. Respondent shall submit a state criminal background records report to the Board by June 30 of each year of the probationary period. Any expense for the state criminal background records report shall be paid by

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Respondent. If Respondent fails to submit the required report by the due date or receives any drug related criminal convictions, his certificate shall be automatically suspended until this condition has been met. Respondent is aware that should he violate KRS 161.120, either during or following this five (5) year probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-05146 (James Owen)

Accept Agreed Order dismissing Case number 0605146 upon Respondent providing written proof to the Board that he has completed a Board-approved course in classroom management and de-escalation techniques by January 1, 2010. Any expense incurred for the professional development or training shall be paid by Respondent. Should Respondent fail to provide written proof to the Board by January 1, 2010 that he has completed the training requirement outlined above, his certificate will be automatically suspended until he has provided written proof to the Board that he has completed the training.

Vote: *Unanimous*

07112090 (Glenda Layne)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for five (5) days retroactively from May 7, 2007 through May 11, 2007. The issuance of any future teaching or administrative certificate to Respondent is expressly conditioned upon Respondent providing written proof to the Board that she has completed professional development/training in appropriate student safety and classroom management, as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

Vote: *Unanimous*

0808967 (Jason Bates)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original and all copies of his certificate to the EPSB, by delivering or mailing

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them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

08020584 (Jonathan Moore) Accept Agreed Order suspending Respondent's certificate for two (2) years beginning February 15, 2008. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. At the conclusion of the two year period, reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing to the Board the following. 1. Respondent shall submit written proof that he has completed six (6) hours of professional development/training in the area of student/teacher boundaries as approved by the Board. Any costs associated with this training shall be paid by Respondent. Should Respondent fail to satisfy this condition, his certificate shall not be reinstated until the condition has been met. Upon reinstatement, Respondent's certificate shall be subject to the following probationary conditions for a period of two (2) years. 1. By the end of the probationary period, Respondent shall submit written proof that he has completed twelve (12) hours of professional development/training in the area of ethics as approved by the Board. Any expense for the training shall be paid by Respondent. 2. Respondent shall receive no disciplinary action involving student/teacher boundaries from any school district in which he is employed. "Disciplinary action" is defined as any admonishment/reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process. 3. Respondent shall not participate in any social networking websites. Should Respondent violate any of these conditions, his certificate and any and all endorsements shall be automatically revoked for a period of five (5) years and subject to additional disciplinary sanctions pursuant to KRS 161.120.

Vote: *Unanimous*

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08010086 (Eric Zempster)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, is suspended for a period of forty five (45) days, with ten (10) days of the suspension period to be served retroactively from January 7, 2008 through January 21, 2008. The remaining thirty five (35) days shall be served beginning June 10, 2009. 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. Upon reinstatement after the forty five (45) day suspension period, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years. 1. By December 31, 2008, Respondent shall undergo a comprehensive 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 he 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 by December 31, 2008, he shall submit quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, Respondent agrees that the probationary period shall be extended and he shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases him from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent. 2. By December 1, 2009, Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent. 3. Respondent shall be subject to random drug testing and shall have no positive drug

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tests during the two (2) year probationary period. By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, his certificate shall remain suspended until such time as all of the above conditions are met. Respondent is aware that should he violate KRS 161.120 either during or following this two year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

07-08143 (Walter Mojsejenko) Accept Agreed Order admonishing Respondent for damaging the dignity and integrity of the teaching profession by driving under the influence of alcohol and by having minor children in the car at the time.

Vote: *Unanimous*

05-09164 (Joshlyn Collins) Accept Agreed Order suspending Respondent's certificate for a period of two (2) years beginning August 16, 2005, until August 16, 2007.

Vote: *Unanimous*

0804784 (Tracy Durham) Accept Agreed Order suspending Respondent's certificate for a period of two years from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is expressly conditioned on Respondent providing written proof to the Board that she has successfully completed 12 hours of professional development/training, approved by the Board and at her own expense, in the areas of appropriate teacher/student boundaries and ethics. If Durham fails to satisfy this condition, her certificate shall remain suspended until this condition is met.

Vote: *Unanimous*

08020424 (Michael Respondent) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements,

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from the date of acceptance of this Order by the Board to August 1, 2009. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence to the Board that he has successfully completed twelve (12) hours of professional development/training, approved by the Board, in the areas of appropriate teacher/student boundaries and ethics. Any expense for this training shall be paid by Respondent. Should Respondent fail to satisfy this condition, his certificate shall remain suspended until the condition is met. Upon reinstatement, Respondent's certificate is subject to the following condition for five years. The Board shall automatically suspend Respondent's certificate if a school district and/or superintendent takes any disciplinary action against Respondent that would allow a due process hearing pursuant to KRS 161.790, and if after such hearing, the tribunal upholds the disciplinary action. If Respondent foregoes his right to a hearing pursuant to KRS 161.790 and the disciplinary action stands as a result, the Board shall automatically suspend the certificate. If Respondent violates this condition, the Board may seek sanctions beyond the automatic suspension.

Vote: *Unanimous*

- 06-09231 (Michael Figgins) Accept Agreed Order dismissing Case number 06-09231 on the following conditions. 1. Within four months from the date of acceptance of this Order by the Board, Respondent shall submit written proof from a chemical dependency counselor, certified in Kentucky and approved by the Board, that he has completed a full chemical dependency and/or substance abuse evaluation and/or assessment and has completed any and all treatment recommendations. Any expense for the evaluation, assessment, written report, and/or treatment shall be paid by Respondent. If Respondent fails to comply with this condition, his certificate shall be suspended until this condition is met. 2. In

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accordance with KRS 161.175, Respondent shall submit to random drug testing to be administered by a provider approved by the Board for a period of one year from the date of acceptance of this Order by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be automatically suspended for a period of two years and subject to additional sanction by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

0807932 (William Covington) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, from June 3, 2008 through August 1, 2009. Respondent shall immediately surrender the original and all copies of his certificate to the Board, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's certificate is conditioned on the following: 1. Respondent shall present to the Board a written offer of employment from a Kentucky public school district. Respondent's certificate shall remain suspended until this condition is met. Once reinstated, Respondent's certificate shall be subject to the following probationary conditions: 1. Within thirty (30) days of the date of Respondent's first meeting with his assigned federal probation officer, but not later than January 31, 2010, Respondent shall submit a written explanation of the terms and duration of his federal probation, including a statement from his assigned probation officer that he is in compliance with those terms. If Respondent fails to satisfy this condition, the Board shall suspend Respondent's certificate until this condition is met. 2. The Board may automatically suspend or revoke Respondent's certificate if a Kentucky school district and/or Superintendent takes any disciplinary action against Respondent that would allow a due process hearing pursuant to KRS 161.790, and if after such hearing, the Tribunal upholds the disciplinary action. If Respondent foregoes his right to a hearing pursuant to KRS 161.790 and the disciplinary action stands as a result, the Board may automatically suspend or revoke the certificate. 3. The Board may

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automatically suspend or revoke Respondent's certificate if Respondent violates any term of his federal probation/release. 4. The Board may automatically suspend or revoke Respondent's certificate if Respondent is convicted of any misdemeanor or felony under either state or federal law. These conditions apply to Respondent's certificate until Respondent provides written proof to the Board from the United States Probation and Parole Office that he has successfully completed his probation and is permanently released from their supervision and all terms of any supervised and/or unsupervised release.

Vote: *Unanimous*

07112159 (Leslie Senn)

Accept Agreed Order admonishing Respondent for her failure to manage student behavior in her classroom. As a teacher, it is Respondent's responsibility to maintain a safe and positive learning environment at all times. She must make every effort to protect the health, welfare and safety of those in her care. Respondent has submitted written proof to the Board that in the Spring of 2009 she completed six hours of professional development/training in the areas of supervision and classroom management approved by the Board.

Vote: *Unanimous*

0808958 (Beverly Smith)

Accept Agreed Order suspending Respondent's certificate from June 5 to August 2, 2009. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07-0474 (Craig See)

Accept Agreed Order which states the Respondent shall neither apply for nor be issued any type of teaching certificate, including emergency, probationary, and temporary provisional certificates, until he has completed all educational and assessment requirements necessary for teacher certification in Kentucky. The Board shall not approve Respondent for any type of alternative certification option.

Vote: *Unanimous*

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06-11266 (John Martin) Accept Agreed Order admonishing Respondent for making threatening statements regarding a student. An educator has a duty to take reasonable measures to protect the health, safety and emotional well-being of students. It is inappropriate for a teacher to make threatening remarks regarding a student no matter what the circumstances. The Board recognizes that students will misbehave and disrupt classrooms; however, certified teachers are expected to handle these situations rationally and judiciously and not react in a juvenile manner to juvenile behavior. The Board will not tolerate any further incidents of misconduct from Respondent. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in professional ethics and appropriate classroom management/discipline, as approved by the Board, no later than August 31, 2007. Any expense incurred for said training shall be paid by Respondent. Respondent agrees that should he fail to satisfy the above condition, his certificate shall be automatically suspended until he provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

06-12303 (Carolyn Broderick) Accept Agreed Order which states that the Board reminds Respondent that she has a duty to take reasonable measures to preserve the health, safety, and emotional well-being of students. The Board reiterates that physical force should only be used against a student in case of an emergency or when the student may pose a significant threat to others. The Board will not tolerate any further incidents of misconduct from Respondent. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has completed professional development/training in appropriate classroom management by December 31, 2009. Any expense incurred for said training shall be paid by Respondent. Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until she provides

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written proof to the Board that she has completed the conditions.

Vote: *Unanimous*

05-09169 (Glen Ripkoski) Accept Agreed Order admonishing Respondent for using threatening language towards a student. A teacher in the Commonwealth of Kentucky has a duty to protect the health and safety of students and must remain aware of the line between appropriate and inappropriate physical interaction when disciplining a student. The Board reminds Respondent that as a teacher, he has a duty to maintain the dignity and integrity of the profession and to set a positive example for his students. The Board will not tolerate any further incidents of misconduct from Respondent.

Vote: *Unanimous*

Recommended Order

Case Number

Decision

07-0471 (Jonathan McMillin) Accept the Hearing Officer's Findings of Facts, Conclusions of Law, and Accept Recommended Order to revoke Respondent's certificate.

Vote: *Unanimous*

06-08213 (Jeffrey Young) Reject the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and move to enter Final Order finding that the emails were credible, reliable, and relevant and concluding that a violation of the code of ethics and ordering that respondent's certificate be suspended one year beginning June 15, 2009 and requiring respondent to attend student-teacher boundary training.

Vote: *Unanimous*

Motion made by Mr. DeAtley, seconded by Ms. Hammons, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:40 p.m.

Next Meeting: August 3, 2009
9:00 AM
EPSB Board Room
Frankfort, Kentucky

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

A report on the fiscal year 2009 financial performance of the agency's programs and operations will be presented by the Deputy Executive Director.

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

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

Background:

To fulfill the EPSB Goal #5.4, requiring a semiannual budget report, the Deputy Executive Director will provide a budget report to the Board on the financial records for fiscal year 2009, period ending June 30, 2009.

Groups/Persons Consulted:

None – All information was produced from information maintained in the eMARS financial system.

Contact Person:

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

Executive Director

Date:

August 3, 2009

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

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

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

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

Background:

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board."

Contracts, totaling \$632,108, were awarded to the universities for the KTIP program to provide funding to support the teacher educators and training of KTIP committee members. The contract amounts were calculated on an allocation of interns, using 2009 enrollment, times a set amount of \$262.94 per intern. These contracts were issued in accordance with the KTIP funding plan authorized by the EPSB at its May 18, 2009 meeting. The funds were distributed as follows:

Vendor Name Contract Amt.	Services	Service Period	
EKU	Teacher Educators	July 1, 2009 – June 30, 2010	\$73,886
KSU			\$28,135
MoSU			\$65,209
MuSU			\$57,321
NKU			\$68,890
UK	↓	↓	\$108,857
UL			\$129,104
WKU			\$100,706

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Groups/Persons Consulted:

N/A

Contact Person:

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

Executive Director

Date:

August 3, 2009

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item C

Information Item:

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification Update

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:

Issue I: Newly Developed *French: World Language (0174)*, *German: World Language (0183)*, and *Spanish: World Language (0195)* Tests.

The Educational Testing Service (ETS) recently developed French, German, and Spanish tests that will ultimately replace the current *French: Content Knowledge (0173)*, *German: Content Knowledge (0181)* and *Spanish: Content Knowledge (0191)* tests. ETS also developed a *World Language Pedagogy (0841)* test.

The new content tests include a speaking section and are a combination of multiple choice and constructed response items. The EPSB previously suspended the use of the productive language skills tests due to testing conditions. ETS has informed EPSB staff that the new world language tests will be administered separately from the remainder of the Praxis Series tests in order to reduce ambient noise.

A review of the newly developed tests was held in May 2009. As recommended by the review panel, Kentucky will have representation on the upcoming multi-state Standard Setting Studies (SSS) for the content knowledge tests, but not the pedagogy test. Panelists stated that the pedagogy test appears to be sound but is not suitable for Kentucky needs. Panelists agreed that the *World Language Pedagogy (0841)* did not address pedagogical constructs outside of the foreign language field, such as classroom management, and that the currently required *Principles of Learning and Teaching* tests are more suitable for Kentucky use.

Issue II: *Health and Physical Education: Content Knowledge (0856)* Test as Possible Option for individuals seeking Health and Physical Education (PE) Certification.

Representative staff of higher education institutions, districts, and review panel members for Praxis II PE have made requests that an assessment option be available for those seeking dual Health and PE certification. Currently, individuals seeking certification in both Health and PE must successfully complete *(0550) Health Education*, *(0091) Physical Education: Content Knowledge*, *(0092) Physical Education: Movement Forms, Analysis, and Design*, and one of the *Principles of Learning and Teaching* tests. In an effort to consider available options, EPSB staff hosted a review of the Praxis II *Health*

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and Physical Education: Content Knowledge (0856) test in June 2009. As recommended by the review panel, EPSB staff plans to nominate individuals to participate in an upcoming SSS.

Issue III: Scaled Score and Test Code Change For Library Media Specialist and Speech Communication tests.

ETS is in the process of transitioning the older NTE scaled tests (250-990 scale) to the Praxis score scale (100-200). The following test code and cut score changes will be effective with the September 2009 test administration. EPSB staff will use a concordance table provided by ETS in determining successful completion of the assessments. This information will be posted on our website.

Current Test Name and Code	Test Name and Code Effective September 2009	Current (NTE) Cut Score	Cut Score Effective September 1, 2009
<i>Library Media Specialist(0310)</i>	<i>Library Media Specialist(0311)</i>	640	156
<i>Speech Communication (0220)</i>	<i>Speech Communication (0221)</i>	580	146

Contact Person:

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Executive Director

Date:

August 3, 2009

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Murray State University: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at Murray State University?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Murray State University on October 25 – 29, 2008. The BOE team found all standards were met with one corrected areas for improvement, no continued areas for improvement, and no new areas for improvement. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its June 19, 2009 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the institutional report, the BOE Report, the unit's rejoinder, and NCATE Action Report.

The AAC reviewed the area for improvement cited in the BOE Report. There was one corrected area for improvement and no continuing nor new areas for improvement cited by the BOE team.

Corrected

Standard 6: Unit Governance and Resources

1) The unit does not effectively manage and coordinate graduate programs.

The AAC voted to agree with the findings of the BOE team as cited in the BOE Report and by NCATE. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts the corrected area for improvement listed above and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL AND ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Murray State University.

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Groups/Persons Consulted

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

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for Murray State University.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Murray State University.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Murray State University.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1
Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Executive Director

Date:

August 3, 2009

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Accreditation Audit Committee (AAC)

**Education Professional Standards Board
Conference Room A
June 19, 2009**

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Shirley Nelson
Jack Rose
Ann Walls
Tim Watkins
Zella Wells

EPSB Staff Present:

Marilyn Troupe
Allison Bell
Anthony Campbell

Members Absent:

Diane Woods-Ayers

Judi Conrad, Chair, called the meeting to order at 9:02 a.m. and announced a quorum was present.

APPROVAL OF MINUTES:

Motion made by Jack Rose, seconded by Zella Wells, to approve the minutes from the March 13, 2009 AAC meeting.

Vote: Approve the motion (Yes: Unanimous (6-0))

The AAC reviewed the documentation including the Institutional Report (IR), Board of Examiner (BOE) team report, the institutional rejoinder, and the NCATE Action Letter and Report, and made recommendations for accreditation:

MURRAY STATE UNIVERSITY

Jack Rose recused from the review of this institution.

Russ Wall, Dean of the College of Education, commented on behalf of the institution. He was complimentary of the team and affirmed the findings of the BOE team. Renee Campoy, Visit Coordinator, introduced herself and concurred with Dr. Wall. Linda Olasov presented the report on behalf of the Board of Examiners team. She provided an overview of the team members and was complimentary of the team and of Murray State representatives. She confirmed the BOE had found that one area for improvement had been corrected in Standard 6, none were continued, and there were no new areas for improvement.

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Corrected Areas for Improvement:

Standard 6: Unit Governance and Resources

- 1) The unit does not effectively manage and coordinate graduate programs.

Continued Areas for Improvement:

None

New Areas for Improvement:

None

The AAC reviewed the corrected area for improvement and the standards.

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted (5-0; Jack Rose recused) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted (5-0, Jack Rose recused) to agree with the corrected areas for improvement cited in the BOE Report.
- 3) Found the continuing areas for improvement section not applicable.
- 4) Found the new areas for improvement section not applicable.
- 5) Voted (5-0; Jack Rose recused) that all standards are met.

In addition to decisions identified above, the AAC recommends **PROGRAM APPROVAL** and **ACCREDITATION** for Murray State University (Vote: 5-0; Jack Rose recused).

UNIVERSITY OF LOUISVILLE

Ann Walls recused from the review of this institution. Tim Watkins also recused and left the meeting.

Blake Haselton, Interim Dean of the College of Education and Human Development, commented on behalf of the institution. He introduced himself along with Associate Deans Ann Larson and Cheryl Kolander and Accountability Coordinator Joanne Webb. He provided a written and oral report to the AAC members about the visit. His report confirmed the institution's commitment to excellence and its mission. He shared the work the institution has done to address the areas for improvement cited during the visit. He was in agreement with the areas for improvement cited by the BOE team and was very complimentary of the team and EPSB staff. He stated his compliments to the faculty and staff of the institution in their diligence and dedication to the accreditation visit and working together with their P-12 partners for its success. He acknowledged the cooperation UofL received from other Kentucky institutions

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as they prepared for the visit. Ann Larson, Associate Dean, referenced the one page attachment to Dr. Haselton's report which gave a brief overview of the unit's conceptual framework which included an alignment of the dispositions with the framework's constructs. Katherine McCormick presented the report on behalf of the Board of Examiners team. She provided a summary of the visit and an overview of the team members. She was complimentary of the team and of the hospitality and openness of the institution. She reported that the BOE recommends all standards are met and confirmed that the team identified two areas for improvement in Standards 1 and 2 as corrected, that none were continued, and that there were two new areas for improvement in Standards 1 and 6.

Corrected Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

- 1) Attention to candidate dispositions is inconsistent across programs.

Standard 2: Assessment System and Unit Evaluation

- 1) The assessment system does not incorporate candidate proficiencies that are listed in the unit's conceptual framework.

Continued Areas for Improvement:

None

New Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

- 1) The Speech Language Pathology program has not developed a comprehensive data assessment system as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard 6: Unit Governance and Resources

- 1) The university curriculum approval process does not include a formal structure that ensures unit oversight of curriculum changes from other colleges that would impact unit requirements.

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted (4-0; Ann Walls recused) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted (4-0; Ann Walls recused) to agree with the corrected areas for improvement cited in the BOE Report.

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- 3) Found the continuing areas for improvement section not applicable.
- 4) Voted (4-0; Ann Walls recused) to agree with the new areas for improvement cited in the BOE Report.
- 5) Voted (4-0; Ann Walls recused) that all standards are met.

In addition to decisions identified above, the AAC recommends **PROGRAM APPROVAL** and **ACCREDITATION** for University of Louisville (Vote: 4-0; Ann Walls and Tim Watkins recused).

Meeting adjourned at 10:37 a.m.

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

Section 20. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Accredit; or

b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

(d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;

2. Misrepresents its accreditation status to the public;

3. Falsely reports data or plagiarized information submitted for accreditation purposes; or

4. Fails to submit annual reports or other documents required for accreditation.

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(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

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

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

University of Louisville: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at the University of Louisville?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at the University of Louisville on October 18 – 22, 2008. The BOE team found all standards were met with two corrected areas for improvement, no continued areas for improvement, and two new areas for improvement. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its June 19, 2009 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes on pages 39-42) and reviewed the accreditation materials including the institutional report, the BOE Report, the unit's rejoinder, and NCATE Action Report.

The AAC reviewed each area for improvement cited in the BOE Report. There were two corrected areas for improvement, no continuing and two new areas for improvement cited by the BOE team.

Corrected

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1) Attention to candidate dispositions is inconsistent across programs.

Standard 2: Assessment System and Unit Evaluation

- 1) The assessment system does not incorporate candidate proficiencies that are listed in the unit's conceptual framework.

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New

Standard 1: Candidate Knowledge, Skills, and Dispositions

1) The Speech Language Pathology program has not developed a comprehensive data assessment system as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Standard 6: Unit Governance and Resources

1) The university curriculum approval process does not include a formal structure that ensures unit oversight of curriculum changes from other colleges that would impact unit requirements.

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

Groups/Persons Consulted

Content Area Program Reviewers

Continuous Assessment Review Committee

Reading Committee

Joint NCATE/State Board of Examiners Team

Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

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

Issue Two: Program Approval

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

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AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Executive Director

Date:

August 3, 2009

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

Section 20. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Accredit; or

b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

(d) Revocation of accreditation. This accreditation decision indicates that the unit has not sufficiently addressed the unmet standard or standards following a focused visit.

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

2. The next on-site visit shall be scheduled for seven (7) years following the semester of the visit;

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be scheduled for seven (7) years following the semester in which the continuing accreditation visit occurred;

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;

2. Misrepresents its accreditation status to the public;

3. Falsely reports data or plagiarized information submitted for accreditation purposes; or

4. Fails to submit annual reports or other documents required for accreditation.

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(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

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

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Asbury College – Moderate and Severe Disabilities (Undergraduate and Graduate Levels)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program additions?

ASBURY COLLEGE

7.0 EXCEPTIONAL CHILDREN GRADES P-12

Moderate and Severe Disabilities (Undergraduate Level)
Moderate and Severe Disabilities (Graduate Level)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. Executive Summaries of the programs are included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

Issue One:

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

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Issue Two:

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

Recommendation:

Alternative 1

Rationale:

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

Contact Person:

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Executive Director

Date:

August 3, 2009



Facilitators of Student Success

Executive Summary
Moderate and Severe Disorders P-12 (Bachelor's level)
Dual Certification

Program Description:

The undergraduate program in Moderate and Severe Disorders P-12 qualifies teachers completing requirements for a bachelors of science degree in Learning and Behavior Disorders to serve as special educators for students who have moderate and severe disabilities as well as students who have mild disabilities at elementary, middle school, or secondary levels. The goal of the initial MSD Dual Certification Program is to produce teachers who exemplify moral excellence and are highly qualified in broad general content knowledge and knowledge of developmentally appropriate, evidence-based pedagogy and materials to positively impact the learning of special needs students P-12. Therefore, all classroom and field experiences in this 19 credit hour MSD specialized training in conjunction with their 18 credit hour LBD program are guided by the education unit's theme of preparing *Facilitators of Student Success and Professional Community* and aligned to the Kentucky Teacher Standards (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

Continuous Assessment

The Unit's vehicle for evaluating candidates' competence levels is in the use of assessment checkpoints. These checkpoints are used to monitor progress of the candidate and to provide feedback for the program (Gates 1, 2, 3, and 4). Program entry begins as part of the *Introduction to Education* course practicum (Gate 1), upon application for the program (Gate 2), prior to student teaching the successful completion of a minimum of nine hours in the LBD program with a grade of B or better in those courses (Gate 3), and upon exit from the program at the conclusion of student teaching (Gate 4). These assessment procedures incorporate external (public school partners) and internal (college faculty in arts and sciences and education) raters and solicit program improvement feedback from these stakeholders. Follow up surveys of our graduates (years 1 and 3) and their employers (year 1) provide further data for program refinement.

Rationale for the Program:

The MSD program will fulfill a widespread shortage of special educators, prepares caring and competent new professionals for the learners in classrooms across Kentucky, the United States and around the world.

Unique Program Features:

Asbury College is establishing a collaboration with the University of Kentucky to add an additional certification in the area of moderate and severe disabilities to our existing approved LBD program. The 13 hours of 500-level courses will be used for candidates who have been admitted to the teacher education program by passing GATE 2. Asbury College will be recommending these students for certification as well as providing an additional student teaching experience (6 hours) supervised by Asbury College.

The University of Kentucky will be providing the 13 hours of moderate and severe disability coursework.

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Facilitators of Student Success and Professional Community

Executive Summary Moderate and Severe Disabilities P-12 (Graduate level) Dual Certification

Program Description:

In collaboration with the University of Kentucky, the Asbury graduate program in Moderate and Severe Disabilities P-12 qualifies teachers completing requirements for a Master of Arts degree in Learning and Behavior Disabilities to serve as special educators for students who have moderate and severe disabilities as well as students who have mild disabilities at elementary, middle school, or secondary levels. The goal of the advanced MSD Dual Certification Program is to produce teachers who exemplify moral excellence and are highly qualified in broad general content knowledge and knowledge of developmentally appropriate, evidence-based pedagogy and materials to positively impact the learning of P-12 students with special needs. Therefore, all classroom and field experiences in this 16 credit hour MSD specialized training, in conjunction with their 42 credit hour LBD program, are guided by the graduate education unit's theme of preparing *Facilitators of Student Success and Professional Community* and aligned to the Kentucky Teacher Standards (I-X), as well as to Asbury's unique standard addressing teacher dispositions (XI).

Continuous Assessment:

The Graduate Program Continuous Assessment Model, a three-level checkpoint procedure, serves as the mechanism for evaluating candidates' competence levels aligned to the prescribed Kentucky Teacher Standards. All courses, portfolio products, and additional performance tasks are linked to standards identifying what effective experienced professionals should know and be able to do at the conclusion of their advanced training. Admission to the Graduate Program (Checkpoint 1) includes: a completed undergraduate degree with a 2.75 minimum GPA; copy of a teaching certificate if applicable; Praxis or GRE scores; and three professional references. The second checkpoint occurs after the candidate completes 12-15 credit hours and applies to their specific program of studies (Gate 5). Checkpoint three (Gate 6) exit from the program, requires a cumulative GPA of 3.0, successful completion of field component, a professional portfolio, and successful completion and presentation of an action research project. These assessment procedures incorporate external (public school partners) and internal (college faculty in education) raters and solicit program improvement feedback from these stakeholders. Upon admission to the graduate program, candidates are required to sign off on the Code of Ethics. During a required graduate program orientation seminar, all candidates are instructed concerning the intent of Asbury's teacher dispositions.

Rationale for the Program:

The MSD program will fulfill a widespread shortage of special educators, prepares caring and competent new professionals for the learners in classrooms across Kentucky, the United States and around the world.

Unique Program Features:

Asbury College is establishing a collaboration with the University of Kentucky to add an additional certification in the area of moderate and severe disabilities to our existing approved LBD program. The 13 hours of 500-level courses, delivered by UK, will be used for candidates who have been admitted to the teacher education program by passing GATE 5. Asbury College will be recommending these students for certification as well as providing an additional Field Component (3 hours) supervised by Asbury College.

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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 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

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Campbellsville University – Interdisciplinary Early Childhood Education (Bachelor’s 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?

CAMPBELLSVILLE UNIVERSITY

1.0 INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION, BIRTH TO PRIMARY

IECE (Bachelor’s Level)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition.
2. Do not approve the proposed educator preparation program addition.

Recommendation:

Alternative 1

Agenda Book

Rationale:

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

Contact Person:

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

Executive Director

Date:

August 3, 2009

Agenda Book

Campbellsville University Interdisciplinary Early Childhood Education

1. Theme of Unit: Empowerment for Learning

The proposed Campbellsville University's Interdisciplinary Early Childhood Education (IECE) Bachelor of Science degree program shares the same conceptual framework as other approved programs in the School of Education. Candidates have multiple opportunities to apply knowledge and skills in a wide variety of early childhood settings, empowering them to provide services to families of young children with and without disabilities. This program empowers candidates to teach young children birth through kindergarten and/or collaborate with families, professionals and the community to serve in the early childhood special education profession.

2. Brief description of the continuous assessment plan including admission and exit

This proposed IECE degree program shares the same continuous assessment plan as the other approved undergraduate programs in the School of Education at Campbellsville University. The continuous assessment plan (CAP) includes four assessment points. These CAPs include criteria for academic achievement, disposition evaluations, major course evaluations and commitment to the KY Code of Ethics for teachers, Council for Exceptional Children (CEC) Code of Ethics, and the National Association of the Education of Young Children (NAEYC) Code of Ethical Conduct. These CAPs will be used to monitor each candidate's progress through the program. To assess the program, data from the CAPs will be summarized and analyzed during the annual School of Education retreat. In addition, the School of Education will conduct surveys of program completers during periodic graduate surveys.

3. Unique features of the program including mode(s) of delivery.

This program includes 24 courses with a total of 78 hours of coursework in Education, Early Childhood Education, IECE, and Special Education. The IECE degree embeds 200 hours of field experiences across multiple programs including birth to three, pre-kindergarten, and kindergarten and culminates in professional certification for Interdisciplinary Early Childhood Education, birth to primary [16 KAR 2:040]. This campus-based IECE teacher preparation program will also be offered as a degree completion program at Campbellsville University's Louisville campus as well as at our satellite campus sites including Elizabethtown and Somerset, where the University enjoys a collaborative relationship with Kentucky Community and Technical colleges in those regions. IECE program coordinators will insure that advising, instruction, and candidate progress in the assessment system are monitored for quality assurance and consistency. Courses in this program are offered through face-to-face delivery with some provision for on-line, hybrid, and ITV formats. This IECE degree program was developed in responsive to changes suggested by the U.S. Department of Education report (2000), *New Teachers for a New Century*, which exposed gaps in the preparation of pre-service early childhood teacher candidates in the following content areas: (a) infant and toddlers; (b) cultural and linguistic diversity; (c) content methodology—especially literacy, math, social studies, and science; (d) technology; and (e) special education including behavioral challenges.

4. Rationale for the implementation of the program

A Fall 2008 survey of students currently enrolled in the ECE program revealed strong interest in the IECE option. Regional administrators of public preschool programs in the region have contacted the University to express their interest in an IECE program to meet the critical demand for additional certified preschool teachers and developmental interventionists. Also, Program Coordinators from regional early childhood associate degree programs affirmed student interest in attending the University if an IECE were a baccalaureate degree option.

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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 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

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

Morehead State University – Environmental 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?

MOREHEAD STATE UNIVERSITY

8.0 ENDORSEMENTS

Environmental Education P-12 (Graduate Level)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set out by the EPSB. An Executive Summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition.
2. Do not approve the proposed educator preparation program addition.

Recommendation:

Alternative 1

Rationale:

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

Agenda Book

Contact Person:

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

Executive Director

Date:

August 3, 2009

EXECUTIVE SUMMARY

Morehead State University's Environmental Education Endorsement will provide inservice teacher and MSU education majors with the skills and knowledge that will enhance their ability to teach higher-level thinking skills (including formal operations) across disciplines. The program is designed to provide applied, place-based examples and experiences that teachers can use when teaching facts and concepts in mathematics, science, social studies, and language arts. The program is appropriate for teachers from elementary through secondary levels. The Environmental Education Endorsement (EEE) is especially beneficial to those teachers utilizing hands-on activities appropriate to students entering that phase of their learning ability.

Students seeking the Fifth-Year, M.A. in Education (as well as a Teacher Leader M.A., when approved), M.A. in Teaching, and the Rank I in elementary, middle grades, or secondary education may complete the EEE. Other certified teachers, students in the M.A. in Teaching program, and non-formal educators (for example, Park Naturalists, Interpretive Zoologists) enrolled at the graduate level are also eligible for this endorsement as an extended area of study. To obtain the EEE students must complete 12 hours of approved course work with a 3.0 GPA. The courses collectively meet the North American Association of Environmental Educator's "Guidelines for the Initial Preparation of Environmental Educators Standards." In addition, students must successfully complete required exit exams, professional portfolio and/or presentation.

The focus of the EEE is hands-on and place-based learning. Despite living in a region rife with natural beauty and resources, many Kentuckians lack knowledge of their surroundings. Kentucky's natural resources are a treasure to be managed, enhanced, and appreciated. Environmental education uses MSU's regional environment as an integrating concept to help teach disciplines from Math to Art. Critical thinking skills acquired using the environment as an integrating concept is needed to "preserve and promote the unique cultural heritage of East Kentucky". Kentucky's history and future are tied to resource extraction and recreation.

Environmental education has a strong emphasis on research, community engagement and life-long learning. In the course of a lifetime, an individual will accumulate environmental knowledge from a combination of schools, media, personal readings, family members and friends, outdoor activities, entertainment outlets, and a wide range of other professional, parental and personal experiences. Life-long learners will need to have the skills and knowledge to parse fact from fiction, and the ability to make logical decisions from these diverse sources. Having educators across the region prepared to address this societal need for an environmentally literate citizenry is critical to improving our quality of life. Environmental education programs are excellent mechanisms for addressing the goals of MSU's "Stewardship of Place" initiatives by emphasizing student engagement in dealing with environmental issues that are of local significance.

Agenda Book

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 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.

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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

University of the Cumberlands –Instrumental Music, P-12 (Bachelor’s Level) ; Vocal Music, P-12 (Bachelor’s Level); Supervisor of Instruction P-12 and Superintendent (Ed.S.)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program additions?

UNIVERSITY OF THE CUMBERLANDS

6.0 CERTIFICATES FOR ALL GRADE LEVELS

Instrumental Music, Grades P-12 (Bachelor’s Level)
Vocal Music, Grades P-12 (Bachelor’s Level)

10.0 INSTRUCTIONAL LEADERSHIP

Supervisor of Instruction (Ed.S.)
Superintendent (Ed.S.)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set by the EPSB. Executive Summaries of the programs are included.

Groups/Persons Consulted:

Content Area Review Committees
Continuous Assessment Review Committee
Reading Committee

Agenda Book

Alternative Actions:

Issue One:

1. Approve the proposed Instrumental Music P-12 (Bachelor's level) preparation program addition.
2. Do not approve the proposed Instrumental Music P-12 (Bachelor's level) preparation program addition.

Issue Two:

1. Approve the proposed Vocal Music P-12 (Bachelor's level) preparation program addition.
2. Do not approve the proposed Vocal Music P-12 (Bachelor's level) preparation program addition.

Issue Three:

1. Approve the proposed Supervisor of Instruction and Superintendent (Ed.S.) preparation program additions.
2. Do not approve the proposed Supervisor of Instruction and Superintendent (Ed.S.) preparation program additions.

Recommendation:

Alternative 1

Rationale:

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

Contact Person:

Dr. Marilyn K. Troupe, Director
Division of Educator Preparation
(502) 564-4606
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Executive Director

Date:

August 3, 2009

**University of the Cumberlands
Instrumental Music P-12 Bachelors Level**

Unit Theme: *Reflective Constructors of Quality Learning Experiences through Critical Thinking*

Program Description:

University of the Cumberlands' Instrumental P-12 Bachelor's Level Program is designed to prepare candidates with the music knowledge, skills, and content-specific pedagogical proficiencies necessary to become thoughtful, adaptable teachers and to become good citizens of their communities. Music theory, history, literature, orchestration, as well as instrumental performance competencies are essential elements of the program.

Program Rationale:

University of the Cumberlands has submitted the Instrumental P-12 Bachelors Level program as a distinct program. Previously, Instrumental, Vocal, and the dual Instrumental/Vocal programs were submitted and accepted under the umbrella term of "Integrated Music P-12." The separation of each of the three programs as discrete entities more clearly communicates the requirements and competencies ascribed to each program leading to certification.

Continuous Assessment:

University of the Cumberlands' Department of Education has developed a continuous, systematic process for assessing each P-12 candidate's development in the acquisition of knowledge, skills and dispositions. Entry-level assessments include specific requirements for admission into P-12 programs including an overall 2.5 GPA as well as a 2.5 GPA in the professional education and major course requirements. Candidates are assessed at the mid-point of the program through the evaluation of GPA, PRAXIS scores, e-portfolio entries and course embedded disposition assessments. Exit assessments of candidates include the final GPA, successful completion of the student teaching semester, a minimum score of 2.75 on the standards-based e-portfolio, as well as completion of the University's and Education Professional Standards Board certification requirements.

The Music Department's continuous assessment process has been developed to parallel and support that of the Education Department. During the candidate's sophomore year, candidates are assessed on their instrumental knowledge and skills which determines whether or not they may continue in the Instrumental Music Program. Successful completion of the seminar class, which is the department's capstone experience, is required of all majors prior to the student teaching semester. The course is a comprehensive review and assessment of the candidate's knowledge of music theory and history. An additional exit performance assessment is the candidate's senior recital.

Unique Features of the Program:

University of the Cumberlands' Instrumental Music Program provides candidates with continuous feedback during intense one-on-one lessons. Additionally, all candidates are required to meet requirements for both individual and ensemble performances. Perhaps one of the most unique features and strengths of the department is its strong ties to the area P-12 music programs through presenting concerts in the schools and hosting high school competitions.

Agenda Book

**University of the Cumberland
Vocal Music P-12 Bachelors Level**

Unit Theme: *Reflective Constructors of Quality Learning Experiences through Critical Thinking*

Program Description:

University of the Cumberland's Vocal P-12 Bachelor's Level Program is designed to prepare candidates with the music knowledge, skills, and content-specific pedagogical proficiencies necessary to become thoughtful, adaptable teachers and to become good citizens of their communities. Music theory, history, literature, orchestration, as well as vocal performance competencies are essential elements of the program.

Program Rationale:

University of the Cumberland has submitted the Vocal P-12 Bachelors Level program as a distinct program. Previously, Instrumental, Vocal, and the dual Instrumental/Vocal programs were submitted and accepted under the umbrella term of "Integrated Music P-12." The separation of each of the three programs as discrete entities more clearly communicates the requirements and competencies ascribed to each program leading to certification.

Continuous Assessment:

University of the Cumberland's Department of Education has developed a continuous, systematic process for assessing each P-12 candidate's development in the acquisition of knowledge, skills and dispositions. Entry-level assessments include specific requirements for admission into P-12 programs including an overall 2.5 GPA as well as a 2.5 GPA in the professional education and major course requirements. Candidates are assessed at the mid-point of the program through the evaluation of GPA, PRAXIS scores, e-portfolio entries and course embedded disposition assessments. Exit assessments of candidates include the final GPA, successful completion of the student teaching semester, a minimum score of 2.75 on the standards-based e-portfolio, as well as completion of the University's and Education Professional Standards Board certification requirements.

The Music Department's continuous assessment process has been developed to parallel and support that of the Education Department. During the candidate's sophomore year, candidates are assessed on their vocal music knowledge and skills which determines whether or not they may continue in the Vocal Music Program. Successful completion of the seminar class, which is the department's capstone experience, is required of all majors prior to the student teaching semester. The course is a comprehensive review and assessment of the candidate's knowledge of music theory and history. An additional exit performance assessment is the candidate's senior recital.

Unique Features of the Program:

University of the Cumberland's Vocal Music Program provides candidates with continuous feedback during intense one-on-one lessons. Additionally, all candidates are required to meet requirements for both individual and ensemble performances. Perhaps one of the most unique features and strengths of the department is its strong ties to the area P-12 music programs through presenting concerts in the schools and hosting high school competitions.

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University of the Cumberland
Educational Specialist – Administration and Supervision

Executive Summary

Theme of the Unit: *“Reflective Constructors of Quality Learning Experiences”*

Program Description:

University of the Cumberland proposes the addition of a forty-five hour Educational Specialist degree in the area of Administration and Supervision. The forty-five hour program will allow individuals seeking an advanced degree the opportunity to further develop their knowledge and skills in the area of school administration. The institution received permission from the Southern Association of Colleges and Schools during 2008. The program provides candidates certification as a Superintendent and Level I and II Supervisor of Instruction.

Rationale for the Program:

The reasons for this program submission request are (1) many advanced candidates who have completed the Rank I program have asked for a degree program that goes beyond the thirty hour Rank I. (2) Some states require candidates to hold an Ed. S. degree as a condition for the Superintendency and for the school Principalship. (3) Students seeking employment at the community college or college level must have an advanced degree – the Ed. S. or the doctorate in their field of study

Continuous Assessment: University of the Cumberland assesses all advanced candidates at the entry, midpoint and exit stages of their program. Candidates seeking the Educational Specialist degree must enter the program with a 3.0 or higher GPA, have a Master’s degree from an accredited institution of higher education, have three letters of recommendation that speak to their character and ethics, and complete a dispositional writing assignment. In addition, candidates must have either attained a Level II Principal or Supervisor of Instruction certification before they can qualify for Superintendent certification. At midpoint, candidates will meet with their respective advisors to review their progress and academic performance. Prior to exiting the program candidates will be required to complete a comprehensive examination and orally defend that exam in front of two or more faculty members. Candidates must obtain a grade of “B” or higher on each of the fifteen courses of the forty-five hour program.

Unique Features of the Program: The Educational Specialist Degree in Administration and Supervision provides candidates with a wide array of program knowledge, skills and experiences in administration and supervision. The program, therefore, provides each degree candidate with a solid foundation of administrative knowledge. One particular feature of this program is that candidates seeking this degree have the opportunity to work in two one-hundred hour practicums gaining experience working with both an Instructional Supervisor and as a School Superintendent. Advanced candidates through this forty-five hour program receive Levels I and II certification as Supervisor of Instruction as well as superintendent certification. Coursework for the Ed. S. program is to be delivered through either the traditional classroom method or through various electronic or online delivery methods. The degree or program of studies is certain to help prepare candidates to meet the entrance requirements and improve their success in any doctoral program.

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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 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

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item G

Action Item:

University of the Cumberland – Biological Science 8-12 (MAT); Chemistry 8-12 (MAT); Earth Science 8-12 (MAT); and Physics 8-12 (MAT)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010; 16 KAR 5:050

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program additions?

UNIVERSITY OF THE CUMBERLANDS

4.0 SECONDARY SCHOOL FOR GRADES 8-12

Biological Science (Master of Arts in Teaching)
Chemistry (Master of Arts in Teaching)
Earth Science (Master of Arts in Teaching)
Physics (Master of Arts in Teaching)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set by the EPSB. Executive Summaries of the programs are included.

Groups/Persons Consulted:

Content Area Review Committees
Continuous Assessment Review Committee
Reading Committee

Alternative Actions:

Issue One:

1. Approve the proposed Biological Science 8-12 (MAT) preparation program addition.
2. Do not approve the proposed Biological Science 8-12 (MAT) preparation program addition.

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Issue Two:

1. Approve the proposed Chemistry 8-12 (MAT) preparation program addition.
2. Do not approve the proposed Chemistry 8-12 (MAT) preparation program addition.

Issue Three:

1. Approve the proposed Earth Science 8-12 (MAT) preparation program addition.
2. Do not approve the proposed Earth Science 8-12 (MAT) preparation program addition.

Issue Four:

1. Approve the proposed Physics 8-12 (MAT) preparation program addition.
2. Do not approve the proposed Physics 8-12 (MAT) preparation program addition.

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010 and 16 KAR 5:050) outlining the requirements for program approval as established by the EPSB.

Contact Person:

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Executive Director

Date:

August 3, 2009

Agenda Book

**University of the Cumberland
Masters of Arts in Teaching (Alternative Certification – Option Six)
Chemistry, Physics, Earth Science and Biology**

Theme of the Unit: “*Reflective Constructors of Quality Learning Experiences*”

Program Description:

University of the Cumberland proposes the addition of a Masters of Arts in Teaching degree program for four areas in secondary science including Chemistry, Physics, Earth Science and Biology. The areas will complete the alternative certification in secondary education program first granted by the EPSB to the University some three years ago.

Rationale for the Program:

The reason for this program submission request is that school districts continue to have difficulties in locating and employing individuals with teaching credentials in Biology, Chemistry, Physics and Earth Science. These four areas have for years been identified as critical needs teacher certification shortage areas by both the federal government and by various states. The alternative program would provide candidates with a degree and preparation in one of these areas the ability to gain the pedagogical knowledge and classroom experience to acquire teacher certification and assume a position as a classroom teacher at the secondary level.

Continuous Assessment: University of the Cumberland assesses all initial and advanced candidates at the entry, midpoint and exit stages of their program. Candidates must enter the program with a 2.5 or higher GPA, have a four year college degree from an accredited institution of higher education in one of the four science areas, have three letters of recommendation that speak to their character and ethics, and complete a dispositional writing assignment. At midpoint, candidates will meet with their respective advisors to review their progress and academic performance. Prior to exiting the program candidates will be required to complete and orally defend an e-portfolio, a comprehensive exam or submit a master’s thesis. Candidates must take and produce passing scores on PRAXIS II exams in the content area they are seeking certification. They must also hold a 3.0 or higher GPA and complete additional exit requirements.

Unique Features of the Program: The Masters of Arts in Teaching program provides certification to candidates with a degree in one of the four areas above the ability to enroll in a graduate program that will both provide teacher certification in a particular content (Physics, Earth Science, Biology, or Chemistry area) while earning a masters degree. The program provides two different tracks to completion. One track is designed to allow candidates to complete the certification and then accept employment in a public or private school. The other track, known as Option Six, allows the candidate to be employed by a school district under a Temporary Provisional License while they complete their coursework. The University provides a mentor to candidates working under a Temporary Provisional License and a faculty person that, together with the mentor, provide assistance to the candidate as they began their professional career. Candidates can select to receive coursework from traditional classroom classes or through electronic means.

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16 KAR 5:050. Master of arts in teaching.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board. This administrative regulation establishes guidelines under which institutions may develop master's degree programs of preparation leading to a provisional teaching certification and a Rank II classification.

Section 1. Kentucky teacher education institutions may develop a master of arts in teaching (MAT) program of preparation leading to provisional certification for teaching established in 16 KAR 2:010 and a Rank II classification.

Section 2. Admission Requirements. Admission to the MAT Program of teacher preparation shall require the following:

- (1) A bachelor's degree from a regionally accredited institution; and
- (2) Completion of the admission standards established in 16 KAR 5:020.

Section 3. Curriculum Requirements. (1) The MAT Program of teacher preparation shall meet the standards for program approval established in 16 KAR 5:010.

- (2) The student teaching experience for the MAT Program shall satisfy the requirements established in 16 KAR 5:040.

Section 4. Exit Requirements. (1) The candidate admitted to the MAT Program shall complete the requirements established by the institution for the MAT.

(2) The certification for candidates who complete the MAT Program shall be issued in accordance with the testing and internship provisions of KRS 161.030, 16 KAR 7:010, and 16 KAR 7:010.

(3) The certification for candidates who complete the MAT Program shall be renewed in accordance with the provisions of KRS 161.030 and KAR Title 16.

Section 5. Evaluation. The MAT Program shall be evaluated as part of the educator preparation unit accreditation process established in 16 KAR 5:010. (16 Ky.R. 680; eff. 12-6-89; 28 Ky.R. 2072; 2343; eff. 5-16-2002; recodified from 704 KAR 20:560, 7-2-2002.)

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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 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.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item H

Action Item:

University of the Cumberland – Alternative Route to Certification Proposal for Master of Arts in Teaching in four science areas: Chemistry, Physics, Earth Science, and Biology

Applicable Statutes and Regulation:

KRS 161.028
16 KAR 5:010; 9:080; 2:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the University of the Cumberland's request for a Master of Arts in Teaching: Chemistry, Physics, Earth Science and Biology?

Background:

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The *Approval of Alternative Route to Certification Programs Offered Under KRS 161.028: Policy and Procedure* was approved by the EPSB in September 2000 (copy attached). Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

The University of the Cumberland, Cumberland College Department of Education and Graduate Program submitted an alternative route to certification proposal for the Master of Arts in Teaching (MAT) in Chemistry, Physics, Earth Science and Biology, grades 8 - 12. With approval of the MAT, the University of the Cumberland will offer certification options in a range of critical teaching shortage areas experienced by districts in the region. The university is addressing a request from the districts.

Candidates in the program will be assessed at entry, midpoint, and exit stages of their programs and must meet the grade point average and degree requirements. Candidates must also have three (3) letters of recommendation and complete a dispositional writing assignment. Coursework will be offered on evenings, weekends, and in the summer with an e-portfolio as the culminating assignment. Candidates with varied life experiences are given the opportunity to teach and share those experiences with secondary students.

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In compliance with Regulation 16 KAR 9:080 University-based alternative certification program, Section 2 (4) (d), the university has submitted a plan for collaborating with districts to establish the mentoring process. The university will contract with districts to provide teacher mentors for candidates. A university faculty member will serve as mentor coordinator with oversight of the entire process. The plan includes a memorandum of understanding. (Plan sent under separate cover) (An Executive Summary is attached.)

Alternative Actions:

1. Approve University of the Cumberlands' alternative route to certification proposal for the MAT in four science areas: Chemistry, Physics, Earth Science, and Biology
2. Modify and approve University of the Cumberlands' alternative route to certification proposal for the MAT in four science areas: Chemistry, Physics, Earth Science, and Biology
3. Do not approve University of the Cumberlands' alternative route to certification proposal for the MAT in four science areas: Chemistry, Physics, Earth Science, and Biology.

Staff Recommendation:

Alternative 1

Rationale:

Staff has reviewed the University of the Cumberlands, Cumberland College proposal and finds it to be in accordance with the intent of the legislation and with EPSB standards. A continuous assessment plan that includes admission, midpoint, and exit requirements, dedicated resources, science faculty, EPSB themes, and program description was outlined in the proposal. The University of the Cumberlands currently has approval to offer alternative route to certification programs in Special Education, Elementary, Middle, Secondary, and P-12 Certification.

Contact Person:

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Executive Director

Date:

August 3, 2009

University of the Cumberland
Masters of Arts in Teaching (Alternative Certification – Option Six)
Chemistry, Physics, Earth Science and Biology

Theme of the Unit: “*Reflective Constructors of Quality Learning Experiences*”

Program Description:

University of the Cumberland proposes the addition of a Masters of Arts in Teaching degree program for four areas in secondary science including Chemistry, Physics, Earth Science and Biology. The areas will complete the alternative certification in secondary education program first granted by the EPSB to the University some three years ago.

Rationale for the Program:

The reason for this program submission request is that school districts continue to have difficulties in locating and employing individuals with teaching credentials in Biology, Chemistry, Physics and Earth Science. These four areas have for years been identified as critical needs teacher certification shortage areas by both the federal government and by various states. The alternative program would provide candidates with a degree and preparation in one of these areas the ability to gain the pedagogical knowledge and classroom experience to acquire teacher certification and assume a position as a classroom teacher at the secondary level.

Continuous Assessment: University of the Cumberland assesses all initial and advanced candidates at the entry, midpoint and exit stages of their program. Candidates must enter the program with a 2.5 or higher GPA, have a four year college degree from an accredited institution of higher education in one of the four science areas, have three letters of recommendation that speak to their character and ethics, and complete a dispositional writing assignment. At midpoint, candidates will meet with their respective advisors to review their progress and academic performance. Prior to exiting the program candidates will be required to complete and orally defend an e-portfolio, a comprehensive exam or submit a master’s thesis. Candidates must take and produce passing scores on PRAXIS II exams in the content area they are seeking certification. They must also hold a 3.0 or higher GPA and complete additional exit requirements.

Unique Features of the Program: The Masters of Arts in Teaching program provides certification to candidates with a degree in one of the four areas above the ability to enroll in a graduate program that will both provide teacher certification in a particular content (Physics, Earth Science, Biology, or Chemistry area) while earning a masters degree. The program provides two different tracks to completion. One track is designed to allow candidates to complete the certification and then accept employment in a public or private school. The other track, known as Option Six, allows the candidate to be employed by a school district under a Temporary Provisional License while they complete their coursework. The University provides a mentor to candidates working under a Temporary Provisional License and a faculty person that, together with the mentor, provide assistance to the candidate as they began their professional career. Candidates can select to receive coursework from traditional classroom classes or through electronic means.

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

RELATES TO: KRS 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) requires 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 administrator program" means a college or university post baccalaureate 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 teacher program" means a college or university post baccalaureate teacher preparation program for an individual enrolled concurrently with employment as a teacher.

Section 2. University Requirements. (1) An accredited college or university seeking to offer a post baccalaureate alternative teacher or administrator program shall apply to the Education Professional Standards Board for program approval in accordance with 16 KAR 5:010.

(2)(a) In addition to the standards for program approval established in 16 KAR 5:010, the educator preparation institution seeking alternative teacher or alternative administrator program approval shall develop and publish a plan of selection and admission of candidates to the alternative program.

(b) The plan shall be filed with the Education Professional Standards Board and shall include:

1. A method to verify that an applicant has a minimum of a bachelor's degree from an accredited college or university and the minimum grade point average required for admission to the program;
2. One (1) or more assessments to measure academic proficiency for program admission;
3. An evaluation of a candidate's disposition for the education profession;
4. A procedure to ensure that a candidate reviews the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020; and
5. A copy of the declaration signed by a candidate affirming a commitment to upholding the Code of Ethics and acknowledging awareness of information required for state certification.

(3) The alternative program shall be designed 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 internship programs, within a period of:

- (a) Three (3) years for those enrolled in an alternative teacher program; or
- (b) Two (2) years for those enrolled in an alternative administrator program.

(4) Upon approval, the alternative teacher or 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 program so that the candidate may be considered for employment pursuant to KRS 160.345(2)(h);
- (c) Ensure that a candidate begins course work no later than ninety (90) days from the date the eligibility notice is issued;

(d) Establish, in consultation with the administration of a candidate's employing school, a written plan for mentoring the candidate in the employment setting;

(e) Provide, prior to a candidate's participation in the Kentucky Teacher or Principal Internship Program, a minimum of fifteen (15) hours of observation of a candidate in practice in the employment setting utilizing university faculty and a district-based mentor teacher;

(f) Provide effective candidate mentoring by maintaining an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards, including successful transition to the professional certificate;

(g) Maintain regular communications with the employing school so that the institution and employing school may assist the candidate as needed and address identified areas of improvement; and

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

Section 3. Participation in the Alternative Teacher Program. (1) Participation in the institution's alternative teacher program shall be available only to individuals who meet the institution's alternative program admission requirements.

(2) A candidate's employment position shall be consistent with the area of certification being sought through the preparation program.

(3) After notice of acceptance into the alternative teacher program and subsequent notification of selection for an eligible position, a candidate shall apply for a Temporary Provisional Certificate by submitting a completed TC-TP Application for Temporary Provisional Certificate to the Education Professional Standards Board.

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

(b) The temporary provisional certificate shall be:

1. Issued for a period of one (1) year;...

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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 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:

- (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;
- (b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (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 five (5) through nine (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 five (5) through nine (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. 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 eight (8) through twelve (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 five (5) through twelve (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. Technology education;

(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 twelve (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;...

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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 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.

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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item I

Action Item:

Spalding University – School Guidance Counselor (Master of Arts in Education)

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?

SPALDING UNIVERSITY

11.0 OTHER INSTRUCTIONAL SERVICES

School Guidance Counselor (Master of Arts in Education)

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set by the EPSB. An Executive Summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committees
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition.
2. Do not approve the proposed educator preparation program addition.

Recommendation:

Alternative 1

Rationale:

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

Agenda Book

Contact Person:

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(502) 564-4606
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Executive Director

Date:

August 3, 2009

EXECUTIVE SUMMARY

Theme of the Unit: Programs of Study in the College of Education are grounded in the Conceptual Framework of *Educators as Leaders*. Counselor candidates are prepared in the core knowledge and skills that are responsive to the unit's conceptual framework, the Kentucky Guidance Counselor Standards and the national standards expressed by the Council for Accreditation of Counseling and Related Educational programs (CACREP). The 33 credit hour program (additional 6 credit hours for standard certification – see Curriculum Contract on page 151) consists of carefully planned core components intended to educate candidates to develop the knowledge, skills, and responsibility in the service of P-12 students, the school, community, and the profession.

Continuous Assessment Plan: Admission to the Guidance School Counselor program is a formal process that does not begin until an applicant has been accepted into the university as a graduate student. The continuous assessment plan for the proposed Guidance School Counselor program is standard for all advanced level programs leading to a Master of Arts degree. As such, there are four major transition points identified. Each of these transition points are faculty driven and are referred to as “Gates.” Specifically, points are identified as: Gate 1: Admission to Program; Gate 2: Admission to Field Experiences; Gate 3: Exit from Field Experiences; Gate 4: Program Completion (Graduation/Licensure). Faculty considers assessments associated with each of the four points as fair and consistent.

Unique Features of the Program: Coursework in the proposed Guidance School Counselor consists of a sequence of courses that provide in-depth orientation to the role and function of P-12 school counselors, the essential services of developmental, knowledge and skills required in a culturally diverse environment. Each course offers counselor candidates the opportunity to continually engage in critical thinking and reflective inquiry, as they acquire, apply and integrate content knowledge, guidance and counseling skills, and professional dispositions that are characteristic of effective school counselors. Course work is interwoven with field experiences and culminates with a semester-long supervised counseling practicum (SGC 680).

Rationale for Implementation of Program: The distinguished faculty in the College of Education at Spalding University continually takes pride in offering rigorous, high quality graduate degree programs. The overarching mission of every program is to create exemplary programs that prepare *Educators as Leaders* to enrich the lives of the people of Jefferson County, the State of Kentucky and the nation from a perspective that places “. . . emphasis on service and the promotion of peace and justice” (University Mission Statement).

Unit faculty recognizes the ever deepening shortage of professionally trained school guidance counselors nationwide. The Spalding University Guidance School Counselor program will target already certified teachers with classroom experience. Familiar with the school culture and student needs will prepare candidates for a more successful school counselor preparation program.

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

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(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;

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2. Denial of approval; or

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- (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.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item J](#)

Action Item:

Murray State University's Teacher Leader Master's and Planned Fifth-Year Programs

Applicable Statute and Regulation:

161.028, 161.048

16 KAR 5:010, Section 12 and 28

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 1:

Should the Education Professional Standards Board (EPSB) approve Murray State University's request for a Teacher Leader Master's, Endorsement, and Planned Fifth-Year Program?

Issue 2:

Should the Education Professional Standards Board (EPSB) approve Murray State University's request to establish four (4) off-site campuses?

Background:

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

Murray State University (MuSU) submitted the Teacher Leader Master's and Planned Fifth-Year Program for review by the MRC. The MuSU mission "is to build partnerships to provide leadership, service and research at regional, state and national levels and to create community to foster excellence in teachers and other education professionals while preparing them to make a significant contribution in a diverse, global society."

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The collaborative group of teacher leaders, principals, superintendents, consultants, and arts and sciences faculty began work on this proposal in 2006. The memoranda of agreement with districts that are also members of the Western Kentucky Education Cooperative (WKEC) have enabled MuSU to offer the complete program at four regional sites—Paducah, Hopkinsville, Madisonville and Henderson—as well as the Murray campus. Mixed delivery methods will be incorporated to accommodate working educators, and a select group of expert school practitioners will serve as co-instructors to ensure that the implementation of policy and regulation changes is timely.

Candidates will complete an inside and outside capstone leadership project that will require the approval and signature of the principal or district administrator. A leadership portfolio will serve as an exit requirement. Additionally, the Teacher Leader Advisory Council will have oversight for evaluating the program and determining its effectiveness.

MuSU responded to concerns and questions posed by the MRC and staff. All concerns have been addressed to the satisfaction of the Master's Review Committee. The recommendation for approval is listed below. (An Executive Summary is attached.) (Proposals will be provided under separate cover.)

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

Issue 1:

1. Approve the MuSU request for the Teacher Leader Master's, Endorsement, and Planned Fifth-Year Program.
2. Modify and approve the MuSU request for the Teacher Leader, Endorsement, and Planned Fifth-Year Program.
3. Do not approve the MuSU request for the Teacher Leader Master's, Endorsement, and Planned Fifth Year Program.

Issue 2:

1. Approve MuSU's request to establish four (4) off-site campuses.
2. Modify and approve MuSU's request to establish four (4) off-site campuses.
3. Do not approve MuSU's request to establish four (4) off-site campuses.

Staff Recommendation:

Issue 1:

Alternative 1

Issue 2:

Alternative 1

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Rationale:

The Master's Review Committee recommends approval for the Murray State University Teacher Leader Master's, Endorsement, and Planned Fifth-Year Program proposal. In addition to recommending program approval, the committee recognized MuSU for the following strengths in its proposal:

- The inclusion of two performance-based capstone leadership projects in the program design
- Understanding of response to intervention
- Clearly defined courses; co-teaching with expert school practitioners
- Use of SISI matrix and connected courses

Contact Person:

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Executive Director

Date:

August 3, 2009

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Executive Summary



Teacher Leader Master's and Planned Fifth-Year Programs College of Education - Murray State University

Conceptual Framework

The disposition of *leadership* was recently added to the College of Education (COE) Conceptual Framework to embrace the maturing expertise of teachers. Adding the leadership disposition emphasizes the critical role teachers play in improving schools and the commitment the COE has to assist regional schools to improve student learning. Teacher leadership is further defined by the COE by adopting Linda Lambert's book *Leadership Capacity for Lasting School Improvement* (2003). The book provides specific and practical guidance to help teachers transform into the leaders needed to create and sustain reciprocal, purposeful learning communities to help all students to achieve to their potential. The COE Conceptual Framework guides faculty in the design of the teacher leadership program as it guides candidates in their transformation into teacher leaders.

Program Design

The MSU Teacher Leader Master's Degree program was developed in collaboration with public school partners and arts and sciences faculty. The COE began work on the development of the Teacher Leader program in the spring of 2006 as soon as it was learned that the EPSB was investigating Teacher Leader as a concept to revise teacher rank II/master's degree program. A group of nine educators including principals, instructional supervisors, and assistant superintends from the service region spent a day brainstorming ideas for the outcomes of the new program. This list was later organized into subtopics with the heading of curriculum, assessment, instruction, special education, and leadership. Four teacher focus groups contributed additional topics in November of 2006. Graduate COE faculty the organized topics to produce five core courses to capture the issues most frequently referenced by school administrators and teachers. In spring of 2007, the framework for the teacher leader program was first presented to arts and sciences faculty and at the Policy and Review Committee for approval. In January of 2008 an advisory council was appointed for the teacher leader program to review the program and make additional suggestions.

Program Curriculum

Completion of the 30-hour program will earn candidates a Rank II and Master's degree (as well as the Teacher Leader Endorsement). The program consists of five core courses, totaling 15 hours, which present topics identified by school partners as critical for successful teacher leadership, and an additional 15 hours consisting of either a content specialization based on certification or an endorsement selected with the advice of an advisor. The complete program will be offered at five sites, four regional sites (Paducah, Hopkinsville, Madisonville, and Henderson) and the Murray campus with a mixed delivery of instruction. Selected courses that are particularly sensitive to policy and regulation change will be co-taught by an expert school practitioner from the service region. These highly skilled individuals will provide the most

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current information, school regulations, and school realities to candidates. Also to further collaboration with the school, two leadership projects required for program completion – an inside leadership and an outside leadership project – require approval of the school principal. This approval is an effort to link the projects created during the Teacher Leadership program to the Comprehensive School Improvement Plan, Comprehensive District Improvement Plan or other programs that will provide a direct benefit to the school, district or community. Along with the two approved leadership projects, a completed leadership portfolio is required for program exit.

Core Courses (15 hours)

EDU 600 Introduction to Teacher Leadership
EDU 631 Classroom Management and Student Motivation
EDU 633 Curriculum Development
EDU 637 Instruction for Diverse Students
EDU 639 Research to Improve Student Learning

Specializations (12-15 hours)

Elementary
IECE
School Improvement Leader
Others based on certified content area

OR

Endorsements (12-15 hours)

ESL
Gifted Education
Instructional Computer Technology
School Safety
Environmental Education

Elective (0-3 hours)

Continuous Assessment

Program and candidate effectiveness will be evaluated using multiple instruments and from multiple perspectives. The Teacher Leader Advisory Council is responsible for the oversight of the program and for evaluation to determine program effectiveness. Assessments evaluating the teacher leader program include candidate assessment of program experiences in developing teacher leader skills, the principal's evaluation of the candidates' teacher leadership skills and projects. Also two leadership projects will document the candidates' leadership skills. A survey of graduates and employers is administered to provide feedback about program effectiveness. The teacher leader portfolio serves as a formative and summative assessment of candidates.

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

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

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

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

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

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

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

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

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

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

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

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

1. Be leaders in their schools and districts;

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

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

4. Gain expertise in content knowledge, as applicable;

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

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

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

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

9. Design and conduct professionally relevant research projects; and

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

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

2. Clinical experiences and performance activities; and

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

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

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

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

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item K](#)

Action Item:

Morehead State University's Teacher Leader Master's, Planned Fifth-Year and Endorsement Program

Applicable Statute and Regulation:

161.028, 161.048
16 KAR 5:010, Section 12

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve Morehead State University's request for a Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program?

Background:

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

Morehead State University (MoSU) submitted the Teacher Leader Master's and Planned Fifth-Year proposal for review by the MRC. The MoSU proposal embraces its conceptual framework, "A light to and from the mountains," recognizing the pivotal role education plays for students in eastern Kentucky. Beside the strong partnerships established with schools and school districts, the College of Education planning group included faculty from the Caudill College of Humanities, the College of Business, and the College of Science and Technology.

Morehead's Professors in the Schools program, the P-16 program, and the 21st Century Education Enterprise provide the structure and guidance for the university's community engagement. Other projects embedded within the university's framework are the Kentucky Reading Project, the Morehead Writing Project, *TAKE ONE!* National Board

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Project, Improving Educator Quality projects, the Math and Science Partnership, and the Martin County Regional Engagement Project. According to Morehead's proposal, "Candidates' roles will change from mentee to mentor and from examiner to teacher to leader, all designed to help develop the candidates' teacher leadership skills."

The Master's Review Committee believes that every component of Morehead's proposal is carefully conceptualized and grounded in research. The project includes guidelines and a scoring rubric that is tied to the assessment system. The culminating event is a research-based capstone project that focuses on providing candidates with the skills necessary to make data-driven decisions to improve student learning. The planned job-embedded professional development will further prepare candidates to dramatically transform schools.

MoSU responded to one request posed by the MRC. All questions have been addressed to the satisfaction of the Master's Review Committee and staff. The recommendation for approval is listed below. (An Executive Summary is attached.) (Proposals will be provided under separate cover.)

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the MoSU request for the Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program.
2. Modify and approve the MoSU request for the Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program.
3. Do not approve the MoSU request for the Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program.

Staff Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the Morehead State University's Teacher Leader Master's, Planned Fifth-Year, and Endorsement Program. In addition to recommending program approval, the committee commended the University for an Exemplary Proposal which should serve as a model program.

Contact Person:

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Executive Director

Date:

August 3, 2009

EXECUTIVE SUMMARY

Morehead State University has been redefining its educator preparation programs for the last few years. This redefinition has included forging stronger partnerships with schools and school districts, tapping into the expertise found in school districts to support and supplement university-based experiences. This redefinition embraces the principle that schools and classrooms offer rich experiences which provide our candidates opportunities to examine, study, and participate in authentic learning opportunities, all essential components for the professional development of aspiring teacher leaders. The Teacher Leader (TL) program embraces our conceptual framework, “A light to and from the mountains,” recognizing the critical and interwoven roles that PreK – 12 education and post-secondary education play in improving educational attainment for students in eastern Kentucky.

A foundational concept in developing the TL program is the idea that proven research and educational theories must be tested, tried, and evaluated in today’s classrooms. Providing theoretical constructs without practical application minimizes learning. Therefore, candidates will be involved in field-based work in each of the core courses, having opportunity to examine “what is” and compare that with “what may be.” Fieldwork will provide for job-embedded professional development experiences, once again helping candidates develop professionally into teacher leaders. They will learn to ask questions about their own instructional practices and school policies, and conduct action research projects to evaluate the effectiveness of current practices. They will have opportunities to expand their content knowledge through various areas of specialization and have the option of joining other talented practitioners who are pursuing National Board Teacher Certification. Candidates who choose the National Board Certification option and pass their National Boards will also enjoy increasing their professional standing at the national level.

The sweeping nature of this program has impacted each college at Morehead State University. A number of planning sessions were held with faculty from every college on campus. These planning sessions resulted in proposed areas of specialization, not only from within the College of Education but also from all other MSU colleges including the Caudill College of Humanities, the College of Business, and the College of Science and Technology. All of the areas of specialization help align candidates’ experiences in the TL program with individual professional goals.

Critical to planning and development of the TL program has been the variety of collaboration activities involving our PreK-12 partners. From the first advisory committee meeting to the last review of the TL proposal, PreK-12 partners have played and continue to play critical roles. The themes for the core courses, course activities, areas of specialization and program assessments are but a few program components impacted by practitioners.

Finally, the TL program will allow our candidates choices not heretofore made available at Morehead State University. The program provides strong leadership training for candidates who choose to serve as classroom teachers throughout their professional careers. The TL program allows candidates to hone skills to serve as resource teachers, consultants, committee chairs, and instructional leaders among their peers and in their schools and districts. For those seeking to be leaders in their schools and districts, the program prepares candidates to pursue opportunities beyond their own classroom and to focus on skills needed to leverage both internal and external resources that influence student achievement. An underlying philosophy of the program is that student learning is enhanced when schools are filled with instructional leaders who understand and model effective teaching and learning practices and who are able to mentor others to become more effective teachers.

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

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

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

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

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

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

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

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

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

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

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

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

1. Be leaders in their schools and districts;

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

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

4. Gain expertise in content knowledge, as applicable;

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

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

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

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

9. Design and conduct professionally relevant research projects; and

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

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

2. Clinical experiences and performance activities; and

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

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

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

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

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

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

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

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

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

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

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

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

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

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

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

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

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

1. Be leaders in their schools and districts;

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

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

4. Gain expertise in content knowledge, as applicable;

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

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

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

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

9. Design and conduct professionally relevant research projects; and

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

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

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2. Clinical experiences and performance activities; and
3. A description of a culminating performance-based assessment.
(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.
(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.
(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008..
2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement...

Section 28. Approval of Off-site and On-line Programs. (1) Institutions in Kentucky with educator preparation programs shall seek approval from the Education Professional Standards Board before offering courses or whole programs at an off-campus site.
(a) The institution shall submit a written request to the board to begin offering courses at the off-site location describing the location and physical attributes of the off-campus site, resources to be provided, faculty and their qualifications, and a list of courses or programs to be offered.
(b) The off-site location shall be approved by the board before the institution may begin offering courses at the location.
(2)(a) Until May 31, 2008, initial and continuing on-line educator preparation programs shall be regionally or nationally accredited and accredited or approved, as applicable, by the program's state of origin.
(b) Beginning June 1, 2008, initial and continuing on-line educator preparation programs originating from outside Kentucky shall be regionally accredited, accredited or approved, as applicable, by the program's state of origin, and accredited by NCATE...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item L

Action Item

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

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

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

Issue

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

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board."

Purpose of the contracts:

1. EPSB needs to enter into a Memorandum of Agreement (MOA) with the Kentucky Virtual Campus (KYVC) at the Council on Postsecondary Education. This agreement is to establish the services and costs for KYVC to operate as an eLearning Application Service Provider to enable EPSB to provide online courses and professional development on KyEducators.org. The fee for service is based on an estimated number of enrollment slots for a year (2,500) at a cost of \$8.00 per user. This is a one year agreement beginning July 1, 2009 through June 30, 2010.
 - Approximate cost of the contract: \$20,000
 - Impact on budget: This MOA does not affect general fund expenditures because it will be charged to the agency restricted funds for the CEO program. The cost of the contract is paid through fees collected from CEO candidates.
 - Type of entity providing service: State agency
 - Bidding process: Not required to bid.
 - Singular vs. continuing service: Continuing

Agenda Book

Alternative Actions

1. Authorize the executive director to enter into all of the contracts referenced above.
2. Do not approve any of the contracts referenced above.
3. Authorize the executive director to enter into only certain contracts described above and disapprove the others.

Staff Recommendation

Alternative 1

Rationale

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

Contact Person:

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Deputy Executive Director
(502) 564-4606
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Executive Director

Date:

August 3, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item M

Action Item:

16 KAR 7:010 Kentucky Teacher Internship Program (KTIP)

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goal:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Issue:

Should the Education Professional Standards Board (EPSB) approve the amendments to 16 KAR 7:010, Kentucky Teacher Internship Program?

Background:

KRS 161.028 stipulates that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. 16 KAR 7:010 establishes the requirements for the Kentucky Teacher Internship Program.

Currently, resource teachers may serve only one intern or the equivalent of one intern during an academic year. The Kentucky Advisory Council for Internships (KACI) and the KTIP Task Force recommended allowing a resource teacher to serve two interns.

Revisions to 16 KAR 7:010

Section 2: 2(a-b) Revisions have been made to reflect updated task titles currently used in the KTIP Teacher Performance Assessment Handbook.

Section 5: 2(c)6. Provide the opportunity for the intern to receive mentoring in a collaborative setting if such collaboration meets the needs of the intern as defined in the professional growth plan and is documented on the resource teacher time sheet.

Section 7. (2) A resource teacher shall:

(a) Not serve as a resource teacher for more than two (2) [~~one (1)~~] teacher interns [~~intern~~] concurrently

Alternative Actions:

1. Approve the amendments to 16 KAR 7:010, Kentucky Teacher Internship Program.
2. Modify and approve the amendments to 16 KAR 7:010.
3. Do not approve the amendments to 16 KAR 7:010.

Staff Recommendation:

Alternative Action 1

Agenda Book

Rationale:

The amendments to 16 KAR 7:010 will allow schools to utilize effective resource teachers to mentor more than one intern. In addition, resource teachers will be allowed to mentor interns in a collaborative setting for those interns whose professional growth will benefit from a collaborative model.

Contact Person:

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

Executive Director

Date:

August 3, 2009

Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 7:010. Kentucky Teacher Internship Program.**

4 RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030,

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all
7 new teachers and out-of-state teachers with less than two (2) years of successful teaching
8 experience who are seeking initial certification in Kentucky shall serve a one (1) year
9 internship. This administrative regulation establishes the requirements for the Kentucky
10 Teacher Internship Program.

11 Section 1. Definitions. (1) "Confirmation of Employment" means the electronic
12 document or a hardcopy of the same name that is submitted to the Education Professional
13 Standards Board by the employing school district or nonpublic school to document
14 employment of a teacher intern.

15 (2) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of
16 certification.

17 (3) "Instructional day" means a day that:

18 (a) The teacher intern is performing regular teaching responsibilities in an instructional
19 setting, or is completing professional development for compensation from the district or
20 employing school; and

21 (b) Does not include annual leave, sick leave, or other authorized or unauthorized leave
22 time.

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1 (4) "Resource Teacher Time Sheet" means the electronic document or a hardcopy of the
2 same name that is submitted to the Education Professional Standards Board and is used
3 by resource teachers to record in-class hours and, for compensation, resource teacher out-
4 of-class hours.

5 (5) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2)
6 years of successful teaching experience, preschool through grade twelve (12), who has
7 obtained a provisional certificate and is seeking initial certification in Kentucky.

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

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

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

17 (b) The twelve (12) [~~ten (10)~~] teaching tasks shall be grouped into three (3) components
18 as follows:

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

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

21 b. Task A-2: Lesson Plan;

22 c. Task B: Classroom Observation; and

23 d. Task C: Lesson Analysis and Reflection;

Agenda Book

- 1 2. Component II: Professional Responsibilities, which shall include:
- 2 a. Task D: Collaborate to Address Special Learning Needs;
- 3 b. Task E: Assess and Manage Professional Growth; and
- 4 c. Task F: Leadership; and
- 5 3. Component III: Instructional Unit, which shall include:
- 6 a. Task G: Designing the Instructional Unit;
- 7 b. Task H: The Assessment Plan;
- 8 c. Task I: Designing Instructional Strategies and Activities;
- 9 d. Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of
- 10 Instruction; and
- 11 e. Task J-2: Communication and Follow-Up.
- 12 ~~1. Component I: Classroom Teaching, which shall include:~~
- 13 ~~a. Task A: Develop a Lesson Plan;~~
- 14 ~~b. Task B: Demonstrate Teaching Skills during Classroom Observation; and~~
- 15 ~~c. Task C: Analyze and Evaluate Teaching of a Lesson;~~
- 16 ~~2. Component II: Professional Responsibilities; which shall include:~~
- 17 ~~a. Task D: Collaborate to Address Special Learning Needs;~~
- 18 ~~b. Task E: Assess and Manage Professional Growth; and~~
- 19 ~~c. Task F: Demonstrate Professional Leadership; and~~
- 20 ~~3. Component III: Instructional Unit; which shall include:~~
- 21 ~~a. Task G: Design Learning Objectives and Assessments for an Instructional Unit;~~
- 22 ~~b. Task H: Design Instructional Strategies and Activities for the Instructional Unit;~~
- 23 ~~c. Task I: Analyze, Use and Communicate Unit Learning Results; and~~

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1 ~~d. Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit.]~~

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

8 (a) A systematic observation of classroom performance;

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

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

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

18 Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School
19 districts shall maintain a pool of resource teachers and principals who have successfully
20 completed the Kentucky Teacher Internship Program Committee training in order to
21 assure eligibility for appointment to beginning teacher committees.

22 (b) The Kentucky Teacher Internship Program Committee training may be approved for
23 up to twelve (12) hours of professional development credit toward the continuing

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1 education requirements for resource teachers pursuant to KRS 161.095 and Effective
2 Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

3 (2) The employing school district shall recommend principals and resource teachers for
4 appointments by the Education Professional Standards Board to beginning teacher
5 committees.

6 (3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic
7 school without a principal, the accrediting organization's guidelines for designating the
8 school head or school leader shall be used by the employing school in making the
9 recommendation for appointment of the principal member. If no guidelines exist, the
10 school shall provide a written rationale for the appointment to the Education Professional
11 Standards Board for approval.

12 (4) Representatives of the teacher training institutions shall consult the Education
13 Professional Standards Board with respect to the school districts and the geographical
14 area to be served by teacher educator members on beginning teacher committees. All
15 teacher educators shall have completed the Kentucky Teacher Internship Program
16 Committee training in order to assure eligibility for appointment to beginning teacher
17 committees.

18 (5) The teacher training institution shall appoint a teacher educator no later than thirty
19 (30) days after being notified by the district or nonpublic school of the need for a teacher
20 educator. If the teacher intern is employed after the date required to submit the
21 Confirmation of Employment in accordance with Section 4(3)(a) of this administrative
22 regulation, the teacher training institution shall appoint a teacher educator no later than

Agenda Book

1 ten (10) days after being notified by the district or nonpublic school of the need for a
2 teacher educator.

3 (6) If the superintendent or designated nonpublic school head or leader determines that a
4 teacher educator is unsuitable for appointment, the superintendent or designated
5 nonpublic school head or leader shall submit a written request for removal to the
6 Education Professional Standards Board. The request shall contain the following:

7 (a) The facts and circumstances that form the basis for removal for cause; and

8 (b) The name of a qualified replacement submitted after consultation with the principal of
9 the employing school and the Kentucky Teacher Internship Program university and
10 district coordinators for that school district.

11 (7) The Education Professional Standards Board shall send written notification to the
12 teacher intern, the beginning teacher committee, the superintendent or designated
13 nonpublic school head or leader, and the teacher training institution of its decision
14 regarding the request for removal.

15 Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The
16 one (1) year internship shall be completed during one (1) of the following:

17 (a) No less than 140 instructional days of employment in a certified position in the
18 intern's area of certification for which the teacher intern receives compensation during
19 one (1) school year; or

20 (b) Two (2) semesters totaling at least 140 instructional days of employment in a certified
21 position in the intern's area of certification for which the teacher intern receives
22 compensation in two (2) consecutive school years.

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1 (2) The internship shall be established for each teacher intern whose initial employment
2 begins at any time during the school term except if the date of employment does not
3 allow for completion of at least seventy (70) instructional days of employment during the
4 school year. If the period of employment is less than seventy (70) instructional days in a
5 school year, the local school district shall declare an emergency as provided in KRS
6 161.100, authorizing the superintendent to request an emergency teaching certificate. The
7 employing school district shall be responsible for providing assistance and supervision to
8 the new teacher during the period of employment under an emergency certificate.

9 (3)(a) The school district or nonpublic school shall complete and submit to the Education
10 Professional Standards Board the Confirmation of Employment in electronic form or in
11 hard copy if the electronic submission system is unavailable:

12 1. Within thirty (30) days from the date of hire or on or before October 15, whichever
13 occurs first, for a teacher intern participating in the internship for the fall semester or full
14 year; or

15 2. Within thirty (30) days from the date of hire or on ~~or~~ or before February 15,
16 whichever comes first, for a teacher intern participating in the internship for the spring
17 semester.

18 (b) If the teacher intern begins employment after the dates established for submission of
19 the Confirmation of Employment in paragraph (a) of this subsection, the school district or
20 employing school shall submit the Confirmation of Employment in electronic form or in
21 hard copy if the electronic submission system is unavailable within ten (10) days of the
22 date of hire. A one (1) year internship certificate shall be issued in accordance with the
23 provisions of 16 KAR 2:010 and 16 KAR 4:050.

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1 (c) If the district or employing school fails to report verification of enrollment in the
2 internship by the applicable date established in paragraph (a) or (b) of this subsection,
3 and there is insufficient time remaining for the teacher intern to complete the number of
4 days required under subsection (1) of this section, the district or employing school shall
5 declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in
6 the internship in the next semester of employment when at least seventy (70) instructional
7 days are available.

8 (d) Failure to submit the completed Confirmation of Employment or declare an
9 emergency in accordance with paragraph (a), (b), or (c) of this subsection shall:

10 1. Be a violation of KRS 161.020; and

11 2. Result in the number of days the teacher intern taught without a valid certificate being
12 included in the out of field report submitted to the Commissioner of the Department of
13 Education in accordance with KRS 161.1221.

14 (4) A teacher intern may participate in the internship if the intern is teaching in the
15 intern's area of certification on at least a half-time basis. A school district or nonpublic
16 school offering employment to a new teacher for part-time services which do not
17 conform to the definition of half-time basis shall request a waiver from the Education
18 Professional Standards Board staff for the new teacher to participate in the Kentucky
19 Teacher Internship Program. The waiver request shall detail how the part-time
20 employment offered by the district or nonpublic school is commensurate with the half-
21 time basis requirement of this administrative regulation.

22 (5)(a) Termination or resignation of the internship shall be prohibited unless a written
23 resignation detailing the facts surrounding the resignation is received and approved by:

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- 1 1. The superintendent or designated nonpublic school head or leader; and
- 2 2. The Education Professional Standards Board staff.
- 3 (b) A teacher intern who terminates or resigns the internship without the approval of the
- 4 Education Professional Standards Board staff shall be recorded as unsuccessfully
- 5 completing the internship for that school year.
- 6 (6) The internship shall be established in a classroom which corresponds to the certificate
- 7 of the teacher intern. An internship shall not be established in a classroom designated as
- 8 an alternative school, classroom or program unless the district superintendent or
- 9 designated nonpublic school head or leader submits a written request for a waiver to the
- 10 staff of the Education Professional Standards Board. The request shall include the
- 11 following:
- 12 (a) The type of students that attend the alternative school, classroom or program;
- 13 (b) The student selection and placement process;
- 14 (c) The level of support for students and faculty provided by the district or nonpublic
- 15 school;
- 16 (d) The degree of administrative support within the school, classroom, or program;
- 17 (e) The location and facility that houses the school, classroom, or program;
- 18 (f) The instructional resources available to the faculty;
- 19 (g) The curriculum used by the school, classroom, or program;
- 20 (h) The manner in which the school, classroom, or program collaborates with other
- 21 schools within the district;
- 22 (i) The current faculty and staff positions assigned to the school, classroom, or program;

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1 (j) A brief description of how a teacher intern placed in the alternative school, classroom,
2 or program could demonstrate that the teacher intern has met all of the applicable
3 standards;

4 (k) Contact information for an individual who could provide additional information about
5 the request; and

6 (l) A signed affidavit by the superintendent, the superintendent's designee, or the
7 designated nonpublic school head or leader confirming the information.

8 (7) The Education Professional Standards Board staff shall grant the waiver if there is a
9 determination that the request and accompanying documentation sufficiently demonstrate
10 that:

11 (a) The level of support and services provided to the teacher intern assigned to an
12 alternative school, classroom, or program is equivalent to that provided to a teacher intern
13 placed in a nonalternative setting; and

14 (b) The intern assigned to the alternative school, classroom, or program shall be provided
15 the opportunity to successfully demonstrate all Kentucky Teacher Standards.

16 (8) If the waiver is granted, it shall remain in effect for the duration of the internship.

17 Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher,
18 Teacher Intern, and Teacher Educator; Requirements for Timing and Content of
19 Beginning Teacher Committee Meetings. (1) The principal member of the three (3)
20 person beginning teacher committee shall serve as chair and shall be responsible for
21 convening the committee and coordinating its efforts by scheduling observations and
22 committee meetings. The chair shall be responsible for the timely submission of all
23 documents and reports of the beginning teacher committee as required by this

Agenda Book

- 1 administrative regulation. All documents and reports shall be submitted through the
2 electronic reporting system, or by hard copy if the electronic reporting system is
3 unavailable. In addition, the chair shall:
- 4 (a)1. Make three (3) official observation visits to the teacher intern's classroom with each
5 observation lasting one (1) hour in duration or one (1) class period; or
6 2. Make two (2) one (1) hour or one (1) class period observation visits followed by an
7 observation of the teacher intern's one (1) hour or one (1) class period videotaped
8 classroom lesson;
- 9 (b) Conduct a lesson plan review prior to each of the three (3) observations and a
10 postobservation conference after each observation;
- 11 (c) Report progress observed and concerns to the committee at the scheduled committee
12 meetings;
- 13 (d) Monitor the time that the resource teacher spends with the teacher intern both in and
14 out of class and sign the electronic version of the resource teacher time sheets or the hard
15 copy of the resource teacher time sheets if the electronic reporting system is unavailable;
16 and
- 17 (e) Ensure that all program policies and procedures are followed.
- 18 (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher
19 intern's progress in the internship.
- 20 (a) The resource teacher, upon completion of Kentucky Teacher Internship Program
21 Committee Training and upon appointment, shall begin to assist the teacher intern.
- 22 (b) The resource teacher shall spend the required amount of hours working with the
23 teacher intern in the classroom setting as specified in KRS 161.030(7).

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- 1 1. As a portion of the hours, the resource teacher shall conduct:
 - 2 a. Three (3) official observations with each observation lasting one (1) hour in duration or
 - 3 one (1) class period; or
 - 4 b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed
 - 5 by an observation of the teacher intern's one (1) hour or one (1) class period videotaped
 - 6 classroom lesson.
- 7 2. The observations shall be preceded by a preobservation conference and lesson plan
- 8 review and shall be concluded with a pre-observation conference.
- 9 (c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a
- 10 resource teacher shall complete out-of-class time identified in KRS 161.030 in
- 11 consultation with the teacher intern to:
 - 12 1. Assist the teacher intern in the development of the professional growth plan;
 - 13 2. Assist the teacher intern in areas identified in the professional growth plan;
 - 14 3. Assist the teacher intern with instructional activities such as planning, management
 - 15 techniques, assessment, and parent conferences;
 - 16 4. Assist the intern in arranging to attend seminars, conferences, or lectures offering
 - 17 educational assistance commensurate with the teacher intern's professional growth plan;
 - 18 5. Continually assess the teacher intern's progress in the internship in relation to each of
 - 19 the Kentucky Teacher Standards; ~~and~~
 - 20 6. Provide the opportunity for the intern to receive mentoring in a collaborative setting if
 - 21 such collaboration meets the needs of the intern as defined in the professional growth
 - 22 plan. Mentoring in a collaborative setting shall be documented on the Resource Teacher
 - 23 Time Sheet; and

Agenda Book

1 7. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy
2 of that document if the electronic reporting system is unavailable.

3 (d) The resource teacher shall divide the consultation time required in paragraphs (b) and
4 (c) of this subsection into appropriate increments that provide support for the teacher
5 intern throughout the internship. The resource teacher shall not spend this required
6 consultation time with the teacher intern at required in-school or district-wide meetings,
7 or any other activity for which the resource teacher receives compensation from the
8 district or employing school, to include a professional development activity.

9 (3) The teacher intern shall:

10 (a) Complete all requirements of the Kentucky Teacher Internship Program as established
11 in KRS 161.030 and this administrative regulation, including compliance with the
12 Kentucky Teacher Standards;

13 (b) Attend the orientation, pre-observation, and post-observation conferences with
14 individual committee members, and all beginning teacher committee meetings;

15 (c) Participate with the resource teacher in consultation time to be spent outside of an
16 instructional setting in the amount of time specified in KRS 161.030;

17 (d) Cooperate with the resource teacher in completing the instructional observations;

18 (e) Complete a professional growth plan (PGP);

19 (f) Prepare for three (3) official one (1) hour observations by each committee member
20 during the internship, including submitting a written lesson plan to the observer in a
21 timely fashion prior to each visit. Each observation shall be one (1) hour in duration or
22 one (1) class period;

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- 1 (g) Develop documentary evidence of progress toward demonstration of the applicable
2 standards for presentation and review at committee meetings; and
- 3 (h) Review all electronic documents completed by the beginning teacher committee and
4 affix an electronic signature if required. If the electronic version of a document is
5 unavailable through the electronic reporting system, the teacher intern shall review and
6 sign a hard copy version of the document.
- 7 (4) The teacher educator shall:
- 8 (a)1. Make three (3) official observations of the teacher intern with each observation
9 lasting one (1) hour in duration or one (1) class period; or
- 10 2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed
11 by an observation of the teacher intern's one (1) hour or one (1) class period videotaped
12 classroom lesson;
- 13 (b) Conduct a lesson plan review prior to each of the three (3) observations and a
14 postobservation conference after each observation; and
- 15 (c) Report progress observed and concerns to the committee at the scheduled committee
16 meetings.
- 17 (5) Observations and committee meetings shall be scheduled in accordance with the
18 following:
- 19 (a) The orientation meeting shall be held prior to the conduct of any formal classroom
20 observations of the teacher intern;
- 21 (b) The classroom observations by all committee members shall occur prior to the
22 corresponding committee meeting;

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- 1 (c) The classroom observations and second committee meeting shall be held between one
2 (1) and sixty (60) instructional days following the orientation meeting;
- 3 (d) The classroom observations and third committee meeting shall be held between sixty-
4 one (61) and 110 instructional days following the orientation meeting; and
- 5 (e) The taping and reviews of the video or classroom observations and fourth committee
6 meeting shall be held between 111 and 140 instructional days following the orientation
7 meeting.
- 8 (6) Committees formed during the spring semester shall establish a meeting schedule that
9 observes the time sequences established in subsection (5) of this section for the full-year
10 teacher interns but which shall span the spring and fall semesters of two (2) consecutive
11 school years.
- 12 (7)(a) Classroom observations conducted by committee members shall be:
- 13 1. Of at least one (1) hour or one (1) class period in duration; and
14 2. In the classroom or at the work station of the teacher intern.
- 15 (b) Additional classroom observations may be conducted at the option of the committee.
- 16 (c) All classroom observations shall be scheduled in advance in order to provide adequate
17 time for preparation by the teacher intern.
- 18 (8) All members of the committee shall attend all four (4) meetings of the committee.
- 19 (9) At the orientation meeting of the beginning teacher committee, the following items
20 shall be addressed:
- 21 (a) Expectations on the part of the teacher intern and each committee member;
22 (b) Procedures and materials for classroom observations;

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- 1 (c) Use of classroom observation data in designing the teacher intern's professional
2 growth plan;
- 3 (d) Requirements for the teacher intern for compiling documentary evidence of progress
4 toward demonstration of the applicable standards;
- 5 (e) General schedule for the events to take place during the internship program; and
- 6 (f) Work of the resource teacher with the teacher intern.
- 7 (10)(a) The primary purpose of the second and third committee meetings shall be to
8 provide the teacher intern with information based on classroom observations, review of
9 the teacher intern's documented evidence of progress toward demonstration of the
10 applicable standards, and reports of the resource teacher that shall support the growth of
11 the teacher intern.
- 12 (b) The committee shall provide the teacher intern at the second, third, and fourth
13 meetings with a consensus assessment of the teacher intern's progress in the internship in
14 relation to each of the Kentucky Teacher Standards.
- 15 (11) The Professional Growth Plan (PGP) shall be initiated at the second committee
16 meeting.
- 17 (12) The third meeting shall include a review of expectations for the performance of the
18 teacher intern, taking into account the reflections of the teacher intern and the committee
19 members, and incorporating these expectations and reflections into the PGP.
- 20 (13) The fourth meeting shall include a professional judgment by the committee members
21 on the satisfactory completion of the one (1) year internship. This judgment shall be
22 based upon the teacher intern's ability to meet the requirements of all Kentucky Teacher
23 Standards.

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1

2 Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification
3 Actions.

4 (1)(a) The decision of the beginning teacher committee as to satisfactory completion of
5 the internship for all full-year teacher interns shall be reported by the chair to the local
6 school superintendent or other employer and to the Education Professional Standards
7 Board by May 1 or no later than two (2) weeks following the final committee meeting,
8 whichever occurs first.

9 (b) For teacher interns completing the internship in December, the final report shall be
10 submitted by December 15.

11 (c) If a teacher intern's performance is judged by the committee to be unsuccessful, the
12 school district or employing school shall submit the following documentation to the
13 Education Professional Standards Board by the deadlines established in paragraphs (a)
14 and (b) of this subsection:

15 1. Record of Teacher Internship Year;

16 2. Resource Teacher Time Sheets;

17 3. All Teacher Performance Assessment documents created in compliance with Section 2
18 of this administrative regulation;

19 4. School Calendar;

20 5. Video if available;

21 6. Any electronic communications that relate to any aspect of the internship sent to the
22 teacher intern along with read receipts and responses back from the teacher intern if
23 available; and

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- 1 7. The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record.
- 2 (d) All materials submitted shall become the property of the Education Professional
3 Standards Board and shall not be returned to the teacher intern.
- 4 (2) Failure to meet the deadlines established in subsection (1) of this section may warrant
5 action against the District Superintendent's or employing school head or leader's
6 certification.
- 7 (3) If a teacher intern's performance is judged by the committee to be unsatisfactory, the
8 teacher intern shall have the opportunity to repeat the internship during one (1) additional
9 school year contingent upon employment within the period of validity of the statement of
10 eligibility for internship. If the teacher intern does not successfully complete the
11 internship during the period of validity of the statement of eligibility, the teacher intern
12 shall requalify for admission to the remaining one (1) year of internship by meeting the
13 requirements in effect at the time of reapplication for certification.
- 14 (4)(a) If the teacher intern is unable to complete the internship within one (1) school year
15 in accordance with the requirements of Section 5 of this administrative regulation, an
16 interim report shall be submitted to the EPSB through the electronic system, or by hard
17 copy if the electronic system is unavailable within ten (10) days of the date the internship
18 ceases.
- 19 (b) Under extraordinary circumstances and with the approval of the EPSB, the teacher
20 intern may continue the internship during a subsequent school year if employed in a
21 public or nonpublic accredited school. Extraordinary circumstances shall include:
- 22 1. Serious medical conditions;
23 2. Temporary disability; or

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1 3. Military deployment.

2 (c) The provisions of Section 4(1)(b) of this administrative regulation shall not apply if
3 the EPSB approves the request for an exception based on extraordinary circumstances in
4 this situation.

5 Section 7. Payments to Committee Members. (1) The Education Professional Standards
6 Board shall contract with the local school district, or make other appropriate
7 arrangements, for the direct service of a resource teacher to each teacher intern.

8 (2) A resource teacher shall:

9 (a) Not serve as a resource teacher for more than two (2) [~~one (1)~~] teacher interns [~~intern~~]
10 concurrently; and

11 (b) Be paid a stipend in accordance with subsection (3) of this section.

12 (3)(a) Contingent upon funding, the Education Professional Standards Board shall
13 provide a stipend in an amount not to exceed \$1,400 to each resource teacher as
14 compensation for out-of-class time spent with the teacher intern.

15 (b) The stipend shall be prorated if the required number of hours are not performed and
16 documented pursuant to the requirement of Section 5(2) of this administrative regulation.

17 (c) The stipend shall be Disbursed in accordance with KRS 161.030(6)(f) on a biannual
18 basis corresponding to the semester in which the mentoring occurred or on an annual
19 basis for full-year interns with payment being disbursed at the end of the one (1) year
20 internship.

21 1. The frequency of the disbursement shall be at the option of the district if the resource
22 teacher is serving in a public school district.

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1 2. If the resource teacher is serving in a nonpublic school, the frequency of the
2 disbursement shall be determined by the submission of the resource teacher time sheets.

3 Section 8. Appeals. (1)(a) If a Beginning Teacher Committee finds that a teacher intern
4 was unsuccessful, the Education Professional Standards Board shall notify the teacher
5 intern by certified mail to the last known address of the teacher intern.

6 (b) To appeal the decision, the teacher intern shall file a written notice of appeal within
7 thirty (30) calendar days of the date the written notice of finding of unsuccessful
8 completion of the internship is received by the teacher intern. If the teacher intern fails to
9 maintain a current address with the Education Professional Standards Board or refuses to
10 claim the certified mail the teacher intern shall file a written notice of appeal within
11 thirty-five (35) days of the date the notice is mailed to the teacher intern's last known
12 address.

13 (c) If a written notice of appeal is not received within the timeline established in
14 paragraph (b) of this subsection, the Beginning Teacher Committee's decision shall be
15 final.

16 (2)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons.

17 The appeals committee shall include:

18 1. One (1) teacher;

19 2. One (1) principal;

20 3. One (1) teacher educator; and

21 4. The Executive Director of the Educational Professional Standards Board, or his or her
22 designee.

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1 (b) The appeals committee members shall be chosen from a pool of committee candidates
2 appointed annually by the Education Professional Standards Board.

3 (c) An appeals committee member shall not take part in a decision in which the member
4 has an interest or is biased.

5 (3)(a) The appeals committee shall review the written appeal by the teacher intern, all
6 beginning teacher committee reports, any additional documentation that accompanied the
7 final report, and any written responses from the members of the beginning teacher
8 committee.

9 (b) The appeals committee shall base its recommendation upon the following
10 requirements:

11 1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky
12 Teacher Standards;

13 2. Appropriate documentation of the instructional setting and outside normal working
14 hours spent by the resource teacher in assisting the teacher intern as specified in KRS
15 161.030(7);

16 3. Assignment of beginning teacher committee members in accordance with legal
17 requirements;

18 4. Compliance with the requirements for the timing, content, reporting, and signing of
19 teacher intern performance records, meeting and observation forms, and resource teacher
20 time sheets; and

21 5. Agreement between teacher intern performance records, professional growth plans,
22 beginning teacher committee meeting reports, the teacher performance assessment, and
23 the final decision of the committee.

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1 (4) The appeals committee shall make a recommendation to the Education Professional
2 Standards Board on the appeal within sixty (60) days following the receipt of the appeal,
3 unless good cause exists for additional time. The Education Professional Standards Board
4 shall issue a final decision in each appeal reviewed by the appeals committee. The
5 Education Professional Standards Board may consider the appeals committee
6 recommendation and the records reviewed by the appeals committee in issuing its
7 decision.

8 (5) If the decision of the beginning teacher committee is not upheld, the Education
9 Professional Standards Board shall issue the appropriate certificate to the teacher intern.

10 (6) If the decision of the beginning teacher committee is upheld, the Education
11 Professional Standards Board shall issue another Statement of Eligibility for Internship,
12 unless:

13 (a) The teacher intern has exhausted the two (2) year provision for participation in the
14 Kentucky Teacher Internship Program; or

15 (b) The period of validity of the statement of eligibility has expired.

16 (7) If, during the appeal process, it becomes evident that the beginning teacher committee
17 has committed some procedural violation during the internship which makes it
18 impossible to determine if the teacher intern has in fact been unsuccessful, the Education
19 Professional Standards Board may nullify the internship and allow the teacher intern to
20 repeat the internship without penalty.

21 (8) If the teacher intern is not satisfied with the decision of the board based on the
22 recommendation of the appeals committee, the teacher intern may request a formal
23 hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing

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1 with the Executive Director of the Education Professional Standards Board within fifteen
2 (15) calendar days of the date the board's decision is received by the teacher intern.

3 (9) In notifying the teacher intern of the board's decision, the Education Professional
4 Standards Board shall send the decision of the board by certified mail to the last known
5 address of the teacher intern. If the teacher intern fails to maintain a current address with
6 the Education Professional Standards Board, or refuses to claim the certified mail, the
7 request for a hearing shall be filed in writing with the Executive Director of the
8 Education Professional Standards Board within (20) calendar days of the date the board's
9 decision is mailed to the teacher intern by certified mail.

10 Section 9. A teacher intern who has not successfully completed the internship and has
11 exhausted the two (2) year provision for participation in the Kentucky Teacher Internship
12 Program shall not be eligible for a Kentucky teaching certificate under this administrative
13 regulation.

14 Section 10. A teacher intern serving the internship in Interdisciplinary Early Childhood
15 Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards as
16 adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance
17 Record.

18 Section 11. Incorporation by Reference. (1) The following material is incorporated by
19 reference:

- 20 (a) Confirmation of Employment, November 2004;
- 21 (b) KTIP Intern Performance Record, March 2008
- 22 (c) KTIP IECE Intern Performance Record, March 2008;
- 23 (d) Record of Teacher Internship Year, March 2008; and

Agenda Book

- 1 (e) Resource Teacher Time Sheet, March 2008.
- 2 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
- 3 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor,
- 4 Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

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Date

Lorraine Williams, Chairperson
Education Professional Standards Board

August 3, 2009

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 30, 2009 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 September 30, 2009. 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
(502) 564-4606
FAX: (502) 564-7080

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

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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 the requirements, duties of participants, [timelinese time lines](#), and assessment procedures for the Kentucky Teacher Internship Program.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to codify the rights, duties, and responsibilities of all participants in the Kentucky Teacher Internship Program.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028 establishes the Education Professional Standards Board and empowers the Education Professional Standards Board to establish the standards and requirements for maintaining a teaching certificate. KRS 161.030(5) provides that all new teachers and out-of-state teachers with less than two (2) years of experience shall serve a one (1) year internship. This administrative regulation complies with the requirements of KRS 161.030 by establishing appropriate [timelinese time lines](#), assessments, and due process procedures for the internship.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation will assist in effective administration of the statute by complying with the requirements of KRS 161.030 by establishing the requirements, duties of participants, [timelinese time lines](#), and assessment procedures for the Kentucky Teacher Internship Program.

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

(a) How the amendment will change this existing administrative regulation: This amendment will change the existing administrative regulation by providing the opportunity for the intern to receive mentoring in a collaborative setting if such collaboration meets the needs of the intern as defined in the intern's professional growth plan. The amendment also increases the number of interns a resource teacher may serve to two (2) interns. Other amendments are for clarification purposes.

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(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to give school administrators greater flexibility in assigning appropriately skilled resource teachers and to ensure that the support and mentoring an intern receives during ~~their~~ the first year of teaching is the most appropriate for his or her needs.

(c) How the amendment conforms to the content of the authorizing statutes: This amendment complies with the requirements of KRS 161.030 by establishing appropriate procedures for the assignment of resource teachers and for the use of collaboration in mentoring for the Kentucky Teacher Internship Program.

(d) How the amendment will assist in the effective administration of the statutes: This amendment allow districts to assign more than one (1) intern to appropriately skilled resource teachers and allows flexibility in the mentoring structure currently used in the Kentucky Teacher Internship Program making the internship a more beneficial experience for the intern.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This administrative regulation will affect approximately 2,500 applicants seeking initial teaching certification in Kentucky, 174 valid school districts, dozens of private schools along with their staff, and the 22 university and college educator preparation 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: This amendment does not require any additional actions for compliance. (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should not be any additional cost to the entities impacted by the regulation. The Education Professional Standards Board will bear the cost of training all participants in the Kentucky Teacher Internship Program.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The school districts and private schools will have more flexibility in

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assigning resource teachers and providing professional development opportunities for interns. Interns will benefit from the guidance of highly skilled resource teacher and mentoring opportunities designed to meet their individual needs.

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

(a) Initially: \$5,000,000

(b) On a continuing basis: \$5,000,000

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Funds provided by the General Assembly for the Kentucky Teacher Internship Program.

(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.

(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 is not applied as every intern has to meet the same standards and each internship is to be conducted in a uniform manner; however, this amendment does give the Beginning Teaching Committee flexibility in designing a mentoring model that is best suited to meet the individual intern's needs.

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FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.: 16 KAR 7:010 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. 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? School districts, regional universities, and the Education Professional Standards Board are impacted directly by this regulation.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. 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. There should be no additional costs to any of the entities.

(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 revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(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 revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(c) How much will it cost to administer this program for the first year? There should be no additional costs to administer the program.

(d) How much will it cost to administer this program for subsequent years? There should be no additional costs to the Education Professional Standards Board to administer 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:

—

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

[Action Item N](#)

Action Item:

Kentucky Teacher Internship Program (KTIP) Appeals

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010, Section 9

Applicable Goal:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Issue:

Should the Education Professional Standards Board approve the recommendations of the Kentucky Teacher Internship Program (KTIP) Appeals Committee?

Background:

Pursuant to Section 9 of 16 KAR 7:010 a teacher intern may appeal the decision of the Beginning Teacher Committee. Appeals by teacher interns must be reviewed by a committee of four persons. The Appeals Committee includes one teacher, one principal, one teacher educator, and the Executive Director of the Education Professional Standards Board or his or her designee. The Appeals Committee reviews the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, any written responses from the members of the beginning teacher committee, and all other relevant information as requested by the Appeals Committee.

The Appeals Committee may recommend that the EPSB *uphold* the Beginning Teaching Committee's decision of unsuccessful, *not uphold* the Beginning Teaching Committee's decision of unsuccessful, or *nullify* the internship because of procedural errors so that the intern may have two additional opportunities to successfully complete the internship. The Appeals Committee met July 14 - 16 to review the appeals of eleven (11) interns. The recommendations made by the Appeals Committee for the interns will be sent under separate cover. The entire files for each intern will be available for review at the August Board meeting.

Alternative Actions:

1. Approve the Appeals Committee recommendations.
2. Do not approve the Appeals Committee recommendations.

Staff Recommendation:

Alternative Action 1

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Rationale:

The EPSB issues a final decision in each appeal reviewed by the Appeals Committee and may consider the Appeals Committee recommendations and the records reviewed. The Appeals Committee followed proper review procedures under the guidance of an EPSB attorney and staff believes its recommendations are sound.

Contact Person:

Ms. Alicia Sneed, Director
Division of Legal Services
(502) 564-4604
E-mail: alicia.sneed@ky.gov

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

Executive Director

Date:

August 3, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item O](#)

Action Item:

KTIP Funding Priority

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goal:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Issue:

Should the Education Professional Standards Board (EPSB) approve the proposed priority of approvals for Confirmations of Employment (COE) in the Kentucky Teacher Internship Program?

Background:

KRS 161.030 stipulates that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. 16 KAR 7:010 establishes the requirements for the Kentucky Teacher Internship Program (KTIP). The internship may be served in a public school or a non-public school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association.

Participation in KTIP in non-public schools is voluntary, though some non-public schools require all teachers to hold state certification due to accreditation requirements. During the 2008-2009 school year, 108 interns from non-public schools participated in KTIP, utilizing approximately \$150,000 of KTIP funds.

The EPSB decided at its May 2009 Board meeting to limit the number of interns for the 2009-2010 school year to 2,404 to accommodate budgetary concerns. EPSB staff will be monitoring the submitted Confirmations of Employment, giving first priority to the 208 interns who were denied in 2008-2009 due to budget. Only one (1) intern from a non-public school was denied.

Since KRS 161.030 does not mandate non-public participation into the internship program, the following priority of approvals for COEs for 2009-2010 is proposed:

1. Interns from public schools who were denied in 2008-2009 due to budget
2. Interns from public schools limited to the approved cap by the EPSB
3. Interns from non-public schools who were denied in 2008-2009 due to budget
4. Interns from non-public schools limited to the approved cap by the EPSB

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Alternative Actions:

1. Approve the Confirmation of Employment priorities for the Kentucky Teacher Internship Program for 2009-2010.
2. Do not approve the priorities.

Staff Recommendation:

Alternative Action 1

Rationale:

Any intern who is denied entry into KTIP due to budget will be issued a Provisional Intern Certificate to meet public and non-public school requirements for certification. Since participation in KTIP is not mandated for non-public schools under KRS 161.030, placing non-public teachers as the last priority will possibly allow more public school teachers to complete an internship as mandated by KRS 161.030.

Contact Person:

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

Executive Director

Date:

August 3, 2009

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request to waive the minimum score on the School Leaders Licensure Assessment (SLLA) as defined in 16 KAR 6:030: Examination Prerequisites for Principal Certification

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 6:030

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 (EPSB) waive the minimum score requirement of 165 on the SLLA defined in 16 KAR 6:030, thus allowing a Standard Setting Study (SSS) group to convene and establish a minimum score for the revised SLLA?

Background:

ETS has restructured the SLLA, aligning the assessment to the 2008 Interstate School Leadership Licensure Consortium (ISLLC) standards. The length and format of the assessment changed substantially.

Current SLLA	Revised SLLA
Six-hour test	Four-hour test
25 constructed response items	100 multiple choice items; 7 constructed response
\$430.00	\$350.00

EPSB staff recently hosted a review of the redesigned SLLA. The purpose of the review was to provide administrator educators the opportunity to review the new test prior to the SSSs.

ETS facilitated two multi-state SSSs. As recommended by the review panel, Kentucky had administrator and administrator educator representation on both SSS panels. Participants reviewed the assessment, provided independent judgments, and engaged in panel-wide discussions.

EPSB staff members plan to review the multi-state SSS report, gather Kentucky-specific performance data from several test administrations, and host a Kentucky-specific SSS in order to obtain a recommended minimum score to become effective September 1, 2010.

The first administration of the new SLLA is September 2009; however, the minimum score defined in regulation reflects the phased-out version of the SLLA. Staff is requesting a waiver of

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the SLLA score until such time that a minimum score may be determined by a Kentucky SSS panel.

Alternative Actions:

1. Approve the waiver of the minimum score of the SLLA established in 16 KAR 6:030.
2. Do not approve the waiver.

Staff Recommendation:

Alternative Action 1

Rationale:

Principal candidates completing the revised assessment will be held harmless. The EPSB will convene a Standard Setting Study to establish a recommended minimum score for the new SLLA.

Contact Person:

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

Executive Director

Date:

August 3, 2009

16 KAR 6:030. Examination prerequisites for principal certification.

RELATES TO: KRS 161.020, 161.027, 161.030

STATUTORY AUTHORITY: KRS 161.027

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires a certificate of legal credentials for any public school position for which a certificate is issued. KRS 161.027 requires the Education Professional Standards Board to develop or select appropriate tests, establish minimum scores for successful completion, and establish a reasonable fee to be charged for actual cost of administration of the tests, for an applicant seeking certification as principal, and further requires that each applicant for certification as school principal with less than two (2) years of appropriate experience complete a one (1) year internship program developed by the Education Professional Standards Board. This administrative regulation establishes the examination requirements for certification as principal required under KRS 161.027.

Section 1. (1) The certificate for school principal shall be valid for serving in the position of principal or assistant principal. A new applicant for certification as a school principal, including vocational school principal, shall successfully complete the prerequisite tests specified in Section 2 of this administrative regulation prior to certification as a school principal. A score on a test completed more than five (5) years prior to application for certification shall not be acceptable.

(2) In addition to the examination requirement specified in Section 2 of this administrative regulation, an applicant for certification shall successfully complete a one (1) year internship program if the applicant has had less than two (2) years of successful experience as a principal in another state.

Section 2. An applicant for certification as principal shall complete the following tests and attain the minimum score specified for each test:

- (1) School Leaders Licensure Assessment - 165; and
- (2) Kentucky Specialty Test of Instructional and Administrative Practices - eighty-five (85) percent correct responses.

Section 3. The requirement to successfully complete the School Leaders Licensure Assessment shall not be required for an applicant who has:

- (1) Two (2) years of experience as a certified principal in another state; and
- (2) Successfully completed a nationally administered test in the area of educational leadership and administration.

Section 4. (1) An applicant for certification as principal shall take the required School Leaders Licensure Assessment on a date established by the ETS. An applicant shall authorize that test results be forwarded to the Education Professional Standards Board by the ETS.

(2) An applicant for certification as principal shall take the Kentucky Specialty Test of Instructional and Administrative Practices on a date established by the Education Professional Standards Board. Scoring and reporting of scores shall be the responsibility of the Education Professional Standards Board or its designated agent.

(3) Public announcement of a testing date and location shall be issued sufficiently in advance to permit registration as required by the ETS and the Education Professional Standards Board.

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

Section 5. (1) For the required School Leaders Licensure Assessment, the applicant shall pay all fees assessed by the ETS.

(2) For the Kentucky Specialty Test of Instructional and Administrative Practices, an applicant shall pay a fee of eighty (80) dollars.

Section 6. An applicant who fails to achieve a minimum score on a required test as specified in Section 2 of this administrative regulation shall be permitted to retake the test or tests during a regularly-scheduled test administration.

Section 7. A temporary certificate issued in accordance with KRS 161.027(6)(a) shall not be extended for an applicant who does not successfully complete the assessments within the year.

Section 8. (1) For an applicant applying for a certificate under KRS 161.027(6)(b), the school superintendent of the employing district shall submit a request that shall include an affirmation that the applicant pool consisted of three (3) or less applicants who met the requirements for selecting a principal.

(2) Upon successful completion of the assessments and the principal internship, a certificate shall be issued for an additional four (4) years.

(3) The temporary certificate issued in accordance with KRS 161.027(6)(b) shall not be extended beyond the one (1) year period.

Section 9. (1) To provide for confidentiality of information, the Education Professional Standards Board shall report individual scores on the Kentucky Specialty Test of Instructional and Administrative Practices to the individual applicant. The scores shall not be released to other individuals or agencies.

(2) A score shall not be used by the Education Professional Standards Board in an individually identifiable form other than for purposes of determining eligibility for certification as school principal.

Section 10. On an annual or biennial basis, the Education Professional Standards Board shall collect and analyze data provided by the Educational Testing Service through score and institution reports which permit evaluation of the examination prerequisites covered by this administrative regulation. (14 Ky.R. 1174; eff. 1-4-88; Am. 15 Ky.R. 565; 1093; eff. 11-4-88; 23 Ky.R. 2282; 2734; eff. 1-9-97; 25 Ky.R. 1144; 1601; eff. 1-19-99; Recodified from 704 KAR 20:460, 7-2-2002; 30 Ky.R. 1329; 1762; eff. 1-23-04; 32 Ky.R. 2055; 33 Ky.R. 26; eff. 8-7-06.)

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statute or Regulation:

16 KAR 5:040, Section 2 (c)

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) grant a waiver of the cooperating teacher eligibility requirements?

Background:

Dr. William Phillips, Dean, College of Education, Eastern Kentucky University (EKU), is requesting a waiver of Regulation 16 KAR 5:040, Section 2 (c) which requires a cooperating teacher to have “at least three (3) years of teaching experience on a Professional Certificate.” The request is for the spring 2010 semester.

This request is for assignments with Family Consumer Science (FCS) teachers. Because of an increase in enrollment of FCS candidates the last three years, the university is challenged to locate quality cooperating teachers to serve its student teachers. The request is for the following FCS teachers:

- Jenna H. Fee, Garrard County High School, completed the ECU Master of Arts Program in July 2008. She has completed her first year as a teacher. Ms. Fee’s experience as director of a pregnancy help center prepared her for the current role of teaching.
- Tiffany J. Welch, Bryan Station High School, completed the ECU Master of Arts Program in July 2007. She has a Rank I and has completed a second year of teaching. Previous experience includes serving as a medical social worker for 10 years.
- Principals for both cooperating teachers support the waiver request and provide positive evidence of the success of the teachers in their respective schools.

A copy of Dean Phillips’ letter and letters from principals at both high schools are under separate cover and a copy of the pertinent part of the regulation is attached.

Alternative Actions:

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

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Contact Person:

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Executive Director

Date:

August 3, 2009

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

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

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least three (3) years of teaching experience on a Professional Certificate; and
- (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

(2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.

(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:

(a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;

- (b) An ability to model best practices for the delivery of instruction;
- (c) A mastery of the content knowledge or subject matter being taught;
- (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
- (e) An ability to use multiple forms of assessment to inform instruction; and
- (f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.

(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.

(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

- 1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or
- 2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

- 1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;

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2. The cooperating teacher's full name and certificate number;
3. The student teacher's full name, Social Security number, demographic data, and contact information;
4. The student teacher's preparation and certification area by assigned certification code;
5. The names and assigned codes of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name, assigned code, and address of the school.
 - (c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.
 - (3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.
 - (b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher.
 - (c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:
 1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or
 2. On or before May 1 for a cooperating teacher supervising a student teacher during the spring semester.
 - (d) If a cooperating teacher fails to provide the completed voucher, or its electronic equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.
 - (4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.
 - (b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.
 - (5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:
 - (a) On an annual basis; and
 - (b) On or before June 15.
 - (6) Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose. Payment of state funds under this administrative regulation shall:
 - (a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and
 - (b) Not supplant the educator preparation institutions' compensation responsibility.

Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, is incorporated by reference.

(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. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06.)

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver C

Action Item:

Request for Waiver of 15 New Graduate Hours for the Initial 5-Year Renewal of a Certificate

Applicable Statute or Regulation:

16 KAR 2:010 Section 3 (2)

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 the requirement of 15 new graduate hours applicable to the fifth-year program for the initial five-year renewal of a certificate?

Background:

Ms. Jessica Phillips is requesting a waiver of the requirement for fifteen new graduate hours leading toward a fifth-year program as outlined in 16 KAR 2:010. Her Professional Certificate for Teaching Social Studies and Science, Grades 5-9, will expire on June 30, 2009, and Ms. Phillips is requesting a waiver due to a series of medical circumstances that prevented her from completing these hours during the five-year period from 2004-2009.

Her supporting materials and recommendations are attached.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Contact Person:

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

Executive Director

Date:

August 3, 2009

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) "Experienced teacher standards" means the standards established in 16 KAR 1:010 that identify what an effective experienced teacher shall know and do.

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

(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 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 and (4)(e) 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 experienced 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.

(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 professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030...

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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:

Patricia Smaracko: Business and Marketing, Grades 5-12
Computer Information Systems, Grades P-12

The application is under separate cover.

Alternative Actions:

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

Contact Person:

Mr. Michael C. Carr, Director
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E-mail: mike.carr@ky.gov

Executive Director

Date:

August 3, 2009

August 3, 2009

Agenda Book

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

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

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

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

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

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

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

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

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

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

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

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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:

David Civello, Chemistry, Grades 8-12

The application is under separate cover.

Alternative Actions:

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

Contact Person:

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

Executive Director

Date:

August 3, 2009

August 3, 2009

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

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

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

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

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

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

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

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

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

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

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

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

[Action Item, Alternative Route to Certification Application C](#)

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:

Jennifer Almeida, Music, All Grades

The application is under separate cover.

Alternative Actions:

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

Contact Person:

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

Executive Director

Date:

August 3, 2009

Agenda Book

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

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

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

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

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

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

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

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

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

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

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