

Agenda Book
EPSB Meeting Agenda
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
November 17, 2008

Sunday, November 16, 2008

5:30 PM EST Discussion of KTIP Issues
EPSB Offices, Conference Room A
NO BUSINESS WILL BE CONDUCTED

Monday, November 17, 2008

9:00 AM EST Call to Order
Swearing-In of New Board Members
Roll Call
[Approval of September 22, 2008 Minutes](#) (Pages 1-14)

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 to the Kentucky Advisory Council on Internships
(KACI)

Committee Reports

KTIP Task Force
Evaluation of the Executive Director

Information/Discussion Items

- A. [16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs, Notice of Intent](#)
(Dr. Marilyn Troupe) (Pages 15-18)
- B. [Union College: Report of Accreditation Issues](#)
(Dr. Troupe) (Pages 19-20)
- C. [Awarded Contracts](#) (Mr. Gary Freeland) (Pages 21-22)

Action Items

- A. [Approval of Contracts](#) (Pages 23-24) (Mr. Freeland)
- B. [Math Task Force Recommendations](#) (Dr. Troupe)
(Pages 25-30)

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- C. [Boyce College: Letter of Intent to be Recognized as a Kentucky Educator Preparation Institution to Offer Elementary and Music Education Programs](#) (Pages 31-34) (Dr. Troupe)
- D. [2009 Legislative Agenda](#) (Pages 35-36) Ms. Alicia Sneed
- E. [16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Amendment, Final Action](#) (Mr. Robert Brown; Ms. Alicia Sneed) (Pages 37-64)

Waivers

- A. [16 KAR 6:010. Request to Waive Middle School \(5-9\) English and Communications and Secondary English Certification Assessment Requirements](#) (Mr. Brown) (Pages 65-72)
- B. [16 KAR 8:020. Requirements for Rank II, Ms. Jamie England](#) (Mr. Mike Carr) (Pages 73-76)
- C. [16 KAR 5:040. Waiver of the Cooperating Teacher Eligibility Requirements](#) (Dr. Troupe) (Pages 77-80)

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), (1)(f) 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:
January 26, 2009
EPSB Offices

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The actions delineated below were taken in open session of the EPSB at the September 22, 2008 regular 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 Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky [September 22, 2008](#)

Call to Order

Chair Lorraine Williams convened the September 22, 2008 meeting at 9:10 a.m. (EDT).

Roll Call

The following members were present: Lonnie Anderson, Frank Cheatham, Richard Crofts, Michael Dailey, Sam Evans, Rebecca Goss, Cathy Gunn, Kent Juett, Greg Ross, Zenaida Smith, Tom Stull, Lorraine Williams, and Cynthia York. Mary Hammons, Sandy Sinclair-Curry, and Bobbie Stoess were absent.

Swearing-In and Introduction of New Board Member

Notary Public Ashley Abshire swore in Dr. Richard Crofts, Interim President at CPE, and Ms. Sally Sugg, associate commissioner of the Office of Leadership and School Improvement at KDE. Ms. Sugg explained that she has replaced Mr. Steve Schenck at KDE and thanked the board for the opportunity to serve. Dr. Richard Crofts stated that he is pleased to return to Kentucky and that he has enjoyed serving as the interim president. He also complimented the great staff at CPE.

Approval of August 18, 2008 EPSB Meeting Minutes

Motion made by Dr. Sam Evans, seconded by Mr. Lonnie Anderson, to approve the minutes of the August 18, 2008 EPSB board meeting.

Vote: *Unanimous*

Open Speak

There were no requests for open speak.

Report of the Executive Director

Dr. Phillip Rogers welcomed Ms. Sally Sugg and Dr. Richard Crofts. He said that to his recollection Dr. Crofts is the first CPE president to attend an EPSB meeting.

Report from the Kentucky Department of Education

Ms. Sally Sugg reported on the recent work of KDE.

* Since the new biennium, KDE's focus has been to give assistance to public schools that have had trouble meeting proficiency. A cross-agency team has analyzed all data and

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identified schools and districts that are in urgent need of assistance. KDE is currently in the process of contacting those districts and notifying them that KDE is available to help.

*Scholastic audit training started the day of the board meeting, September 22.

* The Assessment Task Force had its third meeting and is making great progress.

* Commissioner Draud has a viral illness that has attacked his central nervous system. He is working diligently toward recovery and has made himself available through phone calls. Deputy Commissioner Elaine Farris is taking charge in his absence.

Dr. Rogers asked for a meeting with Ms. Sugg to look at both agencies' shared concerns. Ms. Sugg said she would be delighted to meet with Dr. Rogers.

Report from the Council on Postsecondary Education

Dr. Richard Crofts stated that it is a pleasure to attend the EPSB meeting. He informed that Board that there are currently five interim positions at CPE. He said that he cannot imagine a more passionate supporter of higher education than Jim Applegate, the former vice president of academic affairs at CPE, who recently resigned to work at the Lumina Foundation on Education.

Dr. Crofts reported that upon his arrival to CPE, he was given two assignments—to work on affordability issues of colleges and universities, and to work on stabilizing CPE's relationship with universities and other education agencies.

He further reported that CPE, in conjunction with the EPSB, is seeking a grant from the U. S. Department of Education to establish a P-20 data warehouse. Dr. Crofts is optimistic about receiving the grant, which could take Kentucky to the next step in improving data through the ability to evaluate teacher preparation programs.

Report of the Chair

Appointment of the Executive Director Evaluation Committee

Chair Lorraine Williams appointed Dr. Sam Evans (chair), Dr. Frank Cheatham, and Ms. Cynthia York to the Executive Director Evaluation Committee.

Committee Reports

KTIP Task Force

Ms. Becky Goss stated that it has been a pleasure to serve on the KTIP Task Force. As the task force chair, Ms. Goss reported that in an effort to restructure KTIP and at the same time nurture new teachers, task force members believe that a professional learning community (PLC) could provide mentoring within a beneficial new structure. She informed the board that the purpose of a PLC is to aggregate data, build instructional units with assessments, analyze student results, observe each other, and collaborate to address concerns. The advantages of establishing a PLC within a school would be the flexibility it would allow, the autonomous nature of the PLC in each school, the emphasis on student achievement, and the strong mentoring it would promote for the intern.

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Additionally, she reported that the KTIP Task Force discussed various project strategies. The desired strategy is to establish a model

- that utilizes resource teachers exclusively as mentors, not evaluators
- that provides a professional learning community experience for all new teachers
- that supports district level flexibility in the support of new teachers and
- that utilizes public IHEs to support the induction and mentoring of new teachers.

The next meeting of the task force will be on Monday, September 29.th Ms. Goss added that the task force believes that KTIP will look different but will be very effective.

Information/Discussion Items

Math Task Force Recommendations

Dr. Marilyn Troupe provided the board with a rationale for the formation of the task force. Its recommendations are as follows:

Recommendation I: Develop an Endorsement Certificate for Mathematics.

Recommendation II: Educator preparation programs should adopt a three-pronged approach to preparing elementary teachers to teach math. This approach consists of the following:

* Educator preparation programs should reorganize mathematics courses to accomplish the following: Embrace current approaches for math educator programs; emphasize deepening teachers' knowledge of the mathematics they teach as well as increasing their understanding of why math procedures work; emphasize promoting mathematical reasoning, sense making, problem solving, computational fluency, and justification, each facilitating the learning of the others; ensure that the Kentucky Program of Studies and the Core Content for Assessment are covered by courses and are viewed collaboratively with districts, teachers, and arts and sciences faculty.

* Educator preparation mathematics programs should ensure that candidates learn the following: How children learn mathematics so teachers can use different texts and design instruction to meet individual learning needs; how to determine what students know and understand, using formative assessments to guide instruction; how to provide strategies and resources for teaching mathematics, including those for differentiated instruction

* Teacher education programs and licensure tests for early childhood teachers, including all special education teachers at this level, should fully address the topics on whole numbers, fractions, and the appropriate geometry and measurement topics in the Critical Foundations of Algebra, as well as the concepts and skills leading to them; for elementary teachers, including elementary level special education teachers, all topics in the Critical Foundations of Algebra and those topics typically covered in an introductory Algebra course; and for middle school teachers, including middle school special education teachers, the Critical Foundations of Algebra and all of the Major Topics of School Algebra.”

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Recommendation III: Colleges/Universities should identify where in their mathematics courses/program the three components Mathematical Knowledge for Teaching (MKT), Pedagogical Content Knowledge (PCK), and Verticality (V) of the Mathematics in P-12 Curriculum are emphasized.

Recommendation IV: As curriculum changes, educator preparation programs and school districts should collaborate in co-designing mathematics courses

Recommendation V: Provide opportunities for PreK-12 teachers to collaborate and discuss the challenges and issues of teaching math across grade levels, communicate the outcome of such discussions to administrators.

Following the presentation of the recommendations, board discussion ensued. The board asked that a math endorsement be made available for all educators, not just elementary. Dr. Evans advised the task force to be prescriptive because the opportunity is already there for individuals to increase their math skills. Dr. Troupe explained that the program design is not prescriptive, but the task force could prepare guidelines. Dr. Rogers stated that task force would bring the recommendations back for action at the November meeting and would bring guidelines in January as an information item.

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

Mr. Robert Brown reviewed recommended changes to 16 KAR 6:010. EPSB staff recommends amending the regulation to correct a change in the School Psychologist test name; to provide consistency in capitalization, spacing, and punctuation throughout; to set cut scores; and to change a test code and scaled score. This item will be brought back in November as an action item.

2007-2008 New Teacher Survey

Mr. Brown reviewed the results of the 2007-08 survey. Results from the respondents were consistent with previous years' results, showing the highest satisfaction with preparation in exhibiting and promoting ethical and professional behavior as a teacher and the lowest satisfaction with preparation in designing instruction and assessment for students with special needs. Because the survey will not be administered during the 2008-09 school year due to reductions in funding, staff will soon solicit feedback from stakeholders regarding the alignment of the revised survey items to the standards. The next step will be to analyze the results and have the final survey items reviewed by survey experts.

Action Items

Adoption of Goals and Strategies for 2009 and 2010

Motion made by Dr. Frank Cheatham, seconded by Dr. Sam Evans, to adopt the 2009-2010 goals and strategies as presented.

Vote: *Unanimous*

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

Issue One: Unit Accreditation

Motion made by Mr. Lonnie Anderson, seconded by Ms. Zenaida Smith, to accept the recommendation of the AAC and grant accreditation for Alice Lloyd College.

Vote: *Unanimous*

The board thanked Alice Lloyd College staff for putting time and effort into correcting its deficiencies.

Issue Two: Program Approval

Motion made by Dr. Cheatham, seconded by Ms. Rebecca Goss, to accept the recommendation of the AAC and grant approval for the initial level educator preparation programs at Alice Lloyd College.

Vote: *Unanimous*

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

Issue One: Unit Accreditation

Motion made by Dr. Evans, seconded by Mr. Kent Juett, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Georgetown College.

Vote: *Unanimous*

Issue Two: Program Approval

Motion made by Mr. John DeAtley, seconded by Mr. Michael Dailey, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Georgetown College.

Vote: *Unanimous*

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

Issue One: Unit Accreditation

Motion made by Ms. Cynthia York, seconded by Dr. Cheatham, to accept the recommendation of the AAC and grant accreditation for University of Kentucky.

Vote: *Yes- 12*

Recuse- 1 (Dr. Cathy Gunn)

Issue Two: Program Approval

Motion made by Mr. DeAtley, seconded by Mr. Dailey, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at the University of Kentucky.

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Vote: Yes – 12

Recuse – 1 (Dr. Cathy Gunn)

Emergency Review of Certification Program Pursuant to the 2006-2007 Title II Report, Eastern Kentucky University

Motion made by Mr. DeAtley, seconded by Ms. Zenaida Smith, to accept and approve the recommendation of the Executive Director to accept the letter from Eastern Kentucky University with no follow-up action necessary.

Vote: Unanimous

2008 Title II Report

Issue One: Thomas More College

Motion made by Dr. Evans, seconded by Dr. Cathy Gunn, to approve the “at risk of low performing” designation for Thomas More College due to the summary pass rate of less than 80 percent for the Federal Title II Report.

Vote: Yes – 12

Recuse – 1 (Mr. Kent Juett)

Issue Two: 2006-07 Title II Report

Motion made by Dr. Gunn, seconded by Ms. Cynthia York, to approve the 2006-07 Title II Report for submission to the United States Department Of Education (USDOE).

Vote: Yes – 12

Recuse – 1 (Mr. Juett)

2008-09 Emergency Non-Certified School Personnel Program

Motion made by Mr. Anderson, seconded by Mr. Juett, to approve staff recommendations to approve the local school districts’ applications for the Emergency Non-Certified School Personnel Program, 2008-09.

Vote: Unanimous

Waiver

16 KAR 6:010. Request to Waive Elementary P-5 and Middle School (5-9) English Certification Assessment Requirements

Motion made by Ms. Smith, seconded by Ms. Goss, to not accept the MTTC 96 Basic Skills, MTTC 02 English, and/or MTTC 84 Social Studies test(s) in place of the Praxis II Principles of Learning and Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014) Principles of Learning and Teaching: Grades 5-9 (0523) and/or Middle School English Language Arts (0049).

Vote: Unanimous

Alternative Route to Certification Application

Karen Phillips, Family and Consumer Science, Grades 5-12

Dr. Sam Evans stated that he had major reservations about approving this application for several reasons, including a deficiency in grammar in a letter the applicant sent to the board. The board discussed the alternative routes, and Mr. Mike Carr further explained that these options were not developed by the board, but by the legislature.

Motion made by Mr. Gregory Ross, seconded by Ms. Smith, to approve the alternative route to certification application.

Vote: Yes – 9

No – 3 (Dr. Evans, Dr. Gunn, Ms. Lorraine Williams)

Recuse –1 (Ms. Rebecca Goss)

Board Comments

Mr. Kent Juett expressed his respect and admiration for the EPSB staff and wished them best of luck as he believes that this will be his final EPSB meeting,

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
September 22, 2008**

Motion made by Ms. Zenaida Smith, seconded by Mr. Lonnie Anderson, 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 Ms. Rebecca Goss, seconded by Dr. Cathy Gunn, to return to open session.

Vote: Unanimous

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

Tom Stull, Sam Evans, Greg Ross, Frank Cheatham, Rebecca Goss, Lorraine Williams, Cathy Gunn, Zenaida Smith, Kent Juett, Cynthia York, Lonnie Anderson, John DeAttley, and Michael Dailey.

Attorneys present were Alicia A. Sneed, Gary A. Stephens, and Ryan Halloran.

Motion made by Ms. Smith, seconded by Mr. Anderson, to authorize Alicia Sneed to request an opinion from the attorney general’s office regarding whether the assignment of an “itinerant employee” to a school where a relative is the principal violates KRS 160.380(2)(g)1.

Vote: Unanimous

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
0804743	Admonish
0806918	Defer
0807939	Hear
0808960	Dismiss
0807946	Hear
0805832	Hear
0805855	Dismiss
0804740	Hear
0804719	Admonish
0806883	Hear
0806896	Admonish
0804714	Defer for proof
0806920	Hear (<i>Ms. Smith, recused</i>)
0804703	Hear
0807927	Admonish
0807950	Dismiss
0806912	Hear
0807952	Hear
0806916	Defer
0806914	Defer
0805869	Hear
0806908	Hear
0804814	Hear
0807941	Admonish
0807932	Hear
0807948	Admonish
0806898	Hear
0806882	Hear (<i>Dr. Evans, recused</i>)
0807930	Hear
08020640	Admonish
08020585	Dismiss
0805857	Admonish
0806894	Admonish
07112425	Dismiss
07112216	Dismiss
07-07136	Dismiss
07112367	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
08953	Deny
081165	Approve (<i>Dr. Evans, dissented</i>)
081169	Approve
081171	Approve
081172	Approve
081184	Approve
081181	Approve
081178	Approve
081201	Approve
081193	Approve
081161	Approve
081204	Defer
081203	Defer
081160	Approve
081118	Approve
081225	Approve
081142	Approve
081227	Approve
081229	Approve
081185	Approve
08975	Deny
081136	Approve
081233	Approve
081022	Deny
081250	Approve
081271	Approve
081267	Approve
081274	Approve
081277	Approve
081273	Approve
081218	Approve
081209	Approve
081254	Approve
081003	Approve
081285	Approve
081287	Approve
081241	Approve
081298	Approve

Agreed Orders

Case Number

Decision

05-08162 (Janice Allen) Accept Agreed Order admonishing Respondent for the above referenced allegations of misconduct involving her Kentucky teaching certificate.

Vote: *Unanimous*

05-08161 (Sylvia Marshall) Accept Agreed Order admonishing Respondent for the above referenced allegations of misconduct involving her Kentucky teaching certificate.

Vote: *Unanimous*

07-08154 (Melissa Crawford) Accept Agreed Order which provides for the following:

1. The Board admonishes Respondent that the use of illegal controlled substances will not be tolerated, regardless of whether the use occurs during school hours. Use of illegal controlled substances by a teacher damages the dignity and integrity of the profession.

2. Respondent's certificate, including any and all endorsements, is suspended retroactively for a period of forty-five (45) days from August 1, 2007 through September 14, 2007. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, so that the retroactive suspension can be marked on her certificate.

3. Respondent is placed on probation for a period beginning on the date the Board approves this Agreed Order and ending on May 30, 2009. During the probationary period, Respondent shall comply with the terms of her diversion agreement in Meade District Court case number 07-M-450, which include random drug testing, and shall have no positive drug tests. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of six (6) months. Respondent is aware that should she violate KRS 161.120 either during or following this period

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of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-11260 (Roy Rogers)

Accept Agreed Order dismissing Case Number 06-11260 without prejudice on the following condition. Prior to accepting any position of employment with any school district in Kentucky, Respondent shall submit written proof to the Board that he has successfully completed twelve hours of professional development/training, approved by the Board and at his own expense, in the areas of ethics and appropriate teacher/student interactions. Should Respondent fail to satisfy this condition, his certificate shall automatically be suspended and remain so until this condition is met.

Vote: *Unanimous*

04-12143 (Ronald Wakefield)

Accept Agreed Order which provides for the following: Respondent shall provide written proof to the Board that he has received professional development/training in safe crisis management and appropriate classroom management, as approved by the Board, no later than June 1, 2009. Any expense incurred for said training shall be paid by Respondent. Upon presentation of proof of completion of the training on or before June 1, 2009, Case No. 04-12143 will be dismissed. Should Respondent fail to provide proof of completion of the training by June 1, 2009, she shall be subject to further disciplinary action pursuant to KRS 161.120(1)(k) for failure to comply with an order of the Board.

Vote: *Unanimous*

07-09177 (Lisa Gabbard)

Accept Agreed Order suspending Respondent's certificate from September 18, 2007 through July 31, 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. Reinstatement of Respondent's certificate is expressly conditioned on Respondent providing written proof to the Board that she has successfully

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completed 12 hours of professional development/training, approved by the Board and at her own expense, in the areas of ethics and boundary issues. If Respondent fails to satisfy this condition, her certificate shall remain suspended until this condition is met.

Vote: *Unanimous*

06-04100 (Stuart Shepherd) Accept Agreed Order admonishing Respondent for inappropriate use of technology. The Board reminds Respondent that his school computer is to be used for instructional and/or district business purposes only. The computer is not to be used for sending joke emails. The Board will not tolerate any further such incidents of misconduct by Shepherd. This agreement is expressly conditioned upon Respondent providing written evidence to the Board that he has satisfied the following condition: Respondent must provide written proof to the Board that he has completed twenty (20) hours of community service at a 501(c)(3) non-profit organization by no later than October 1, 2008. 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 one year.

Vote: *Unanimous*

07101862 (Amy Kidd) Accept Agreed Order which provides for the following:

1. Respondent is admonished that teachers shall take reasonable measures to protect the health, safety, and emotional well-being of students. Teachers must also refrain from subjecting students to embarrassment or disparagement.
2. Respondent shall complete twelve (12) hours of professional development/training in classroom management and appropriate discipline techniques by December 31, 2009. Respondent shall be responsible for all costs associated with the required training. Should Respondent fail to complete the required training, her certificate shall be immediately suspended and shall remain suspended until she provides proof that she has completed the required training.

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Vote: *Unanimous*

Motion made by Mr. Juett, seconded by Mr. Ross, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 2:40 p.m.

Next Meeting: November 17, 2008
 9:00 AM
 EPSB Board Room
 Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs, Amendment, Notice of Intent

Applicable Statutes and 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.

Background:

KRS 161.028 (1)(b) stipulates that the EPSB has the responsibility to, “Set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.” 16 KAR 5:010 Section 2 (1) (a)(b) specifies that, “ An institution offering an educator certification program or a program leading to a rank change: (a) Shall be accredited by the state; and (b) May be accredited by NCATE.” 16 KAR 5:010 Section 16 (2) stipulates that: The EPSB shall reimburse a state team member for travel, lodging, and meals in accordance with 200 KAR 2:006. A team member representing NCATE shall be reimbursed by the educator preparation institution.

Currently the EPSB reimburses all state BOE members, whether on a joint visit that will include national BOE members or a state-only visit that would have only state BOE members, through agency operational funds allocated by the General Assembly. Over the last few years the cost of reimbursing state BOE members has ranged from a high of \$4,826 to a low \$1,300 with an average of \$2,937 per accreditation visit. While the annual costs vary based on the number of accreditation visits made per year, the total cost to the EPSB for travel reimbursements for state BOE members from fall 2003 through spring 2008 has been \$67,755. An EPSB survey of 30 states revealed that Kentucky is one of seven states that bear the travel expenses for members of a state Board of Examiners (BOE) team to participate in an institution’s accreditation review.

During the June 21, 2008 EPSB summer retreat, the board discussed the need to review the current practice of using EPSB agency operational funds to reimburse state BOE members. On September 21, 2008, the EPSB convened a Sunday evening study session to again discuss the matter which resulted in a request for staff to prepare an amendment to 16 KAR 5:010 for board review.

Contact Person:

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

Executive Director

Date:

November 17, 2008

1 **16 KAR 5:010. Standards for accreditation of educator preparation units and**
2 **approval of programs.**

3 RELATES TO: KRS 161.028, 161.030, 164.945, 164.946,164.947, 20 U.S.C. 1021-
4 1030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

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

14 Section 16. On-site Accreditation Visit. (1) At least one (1) staff member of the EPSB
15 shall be assigned as support staff and liaison during the accreditation visit.

16 (2) The educator preparation institution [EPSB] shall reimburse a state team member
17 for travel, lodging, and meals in accordance with 200 KAR 2:006. A team member
18 representing NCATE shall be reimbursed by the educator preparation institution.

19 (3) The evaluation team shall conduct an on-site evaluation of the self-study materials
20 prepared by the institution and seek out additional information, as needed, to make a
21 determination as to whether the standards were met for the accreditation of the
22 institution's educator preparation unit and for the approval of an individual educator
23 preparation program. The evaluation team shall make use of the analyses prepared
24 through the preliminary review process.

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1 (4)(a) An off-campus site which offers a self-standing program shall require a team
2 review. If additional team time is required for visiting an off-campus site, the team chair,
3 the institution, and the EPSB shall negotiate special arrangements.

4 (b) Off-campus programs shall be:

5 1. Considered as part of the unit and the unit shall be accredited, not the off-campus
6 programs; and

7 2. Approved in accordance with Section 28 of this administrative regulation.

8 (5) In a joint team, all Board of Examiners members shall vote on whether the
9 educator preparation institution has met the six (6) NCATE standards. A determination
10 about each standard shall be limited to the following options:

11 (a) Met;

12 (b) Met, with one (1) or more defined areas for improvement; or

13 (c) Not met.

14 (6)(a) The Board of Examiners shall review each program and cite the areas for
15 improvement for each, if applicable.

16 (b) The Board of Examiners shall define the areas for improvement in its report.

17 (7) The processes established in subsections (5) and (6) of this section shall be the
18 same for first and continuing accreditation.

19 (8) The on-site evaluation process shall end with a brief oral report:

20 (a) By the NCATE team chair and state team chair for a joint state/NCATE visit; or

21 (b) By the state team chair for a state-only visit...

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Union College: Report of Accreditation Issues

Applicable Statute and Regulation:

KRS 161.028

16 KAR 5:010, Section 20

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.

Background:

During the May 19, 2008 meeting of the Education Professional Standards Board (EPSB), the board granted Continuing Accreditation with Probation to the educator preparation unit at Union College. The EPSB also approved with Conditions the initial and advanced level educator preparation programs. Regulation 16 KAR 5:010 Section 20 states that the unit “shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered.” Accreditation with Probation “indicates that the unit does not meet one or more of the National Council for Accreditation of Teacher Education standards.”

The board decision included a stipulation that “Union College shall report back to the EPSB in six (6) months on progress made toward improvement, with the understanding that Union College shall undergo a program review within two (2) years.” The college responded to the board’s request, and the report has been mailed to members under separate cover. Representatives from Union College will be available to answer board members’ questions and provide additional clarification if necessary.

Contact Person:

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(502) 564-4606
E-mail: marilyn.troupe@ky.gov

Executive Director

Date:

November 17, 2008

November 17, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

To inform the EPSB about contracts and amendments signed by the executive director

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal:

Goal 6: 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." The EPSB approved procedures for seeking approval and authorization for entering contractual agreements at the October 23, 2006 EPSB meeting.

- Amendments, totaling \$49,500, were made to the 2009 university contracts for the KTIP program to provide additional, separate funding to support the teacher educators for Career and Technical Education interns only. These funds are a portion of the \$200,000 of Federal Perkins Grant money that was allocated to the KTIP program by the Office of Career and Technical Education (OCTE). Because the OCTE wanted no reduction in the stipends and travel reimbursement for their teacher educators, it was necessary to separate a portion of the money and designate it to the universities specifically for this purpose. Because of the limited amount of funding, Career and Technical Education interns had to be limited to 107. The funds were distributed as follows:

Vendor Name Contract Amt.	Services	Service Period	
EKU	CTE Teacher Educators	July 1, 2008 – June 30, 2009	\$5,610
KSU	↓	↓	\$2,670
MoSU	↓	↓	\$7,500
MuSU	↓	↓	\$9,600
NKU	↓	↓	\$4,350
UK	↓	↓	\$8,130
UL			\$5,190
WKU			\$6,450

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- Amendments, totaling \$31,404.78, were made to two 2009 university contracts for the KTIP program to provide additional funds to cover FY 2008 KTIP expenditures. Murray State University and U of L expenditures exceeded last year's contract amounts by \$29,000.78 and \$2,464.00, respectively. The amendments did not get processed by the cutoff for FY 2008; therefore, the amendments had to be made on the current contracts in order to process reimbursements to the universities.
- Amendments totaling \$19,050.00 were made to two 2009 school district contracts for National Board mentoring services. The additional funds were necessary to cover a greater number of National board candidates than originally estimated. Oldham County's contract was increased by \$6,350.00 for 10 additional candidates and Fayette County received an increase of \$12,700.00 for 20 more candidates. The number of National Board candidates enrolled in the 2008-2009 is 409 compared to 438 for 2007-2008.
- Recently, an RFP was issued for development services and coaching to support the KyEducators.org website. This EPSB website provides online training and professional development for a variety of EPSB programs. The RFP was closed without awarding a contract because after careful consideration, leadership decided that development work or technology enhancements would not be needed for this website in the near future. Leadership also felt that the EPSB could save money by contracting directly with coaches, as needed, rather than going through a third party for those services. The Learning House has been providing the services for several years and has been notified accordingly.

Groups/Persons Consulted:

N/A

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Executive Director

Date:

November 17, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item

Request 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 6: 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." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006 EPSB meeting.

Purpose of the contracts:

1. To administer the National Board for Professional Teaching Standards (NBPTS) mentoring program the EPSB will need to establish multiple contracts with local school districts and educational coops. These contracts will provide a variety of services including workshops for teachers, mentor training, program coordinators and collection of documentation.
 - Approximate cost of the contracts: \$300,000.00
 - Impact on budget: These expenditures were included in the FY 2009 budget.
 - Type of entity providing service: Education cooperatives and school districts
 - Bidding process: An request for application (RFA) will be published to solicit applications for funding to provide these services.
 - Singular vs. continuing service: Singular

Alternative Actions

1. Authorize the executive director to enter into all of the contracts awarded from the National Board RFA.
2. Do not approve the awarding of the contracts.
3. Request further review of contract awards before completion.

Staff Recommendation

Alternative 1

Rationale

These are routine and necessary expenditures.

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

[Action Item B](#)

Action Item:

Mathematics Task Force recommendation for elementary education teachers

Applicable Statutes and Regulation:

KRS 161.028, 161.048
16 KAR 5:010, 2:010

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 Education Professional Standards Board (EPSB) approve the Mathematics Task Force recommendation for elementary education?

Background:

During the 2005 regular session of the General Assembly, House Bill 93 was enacted, establishing by statute the Committee for Mathematics Achievement (CMA) that would be housed at the Kentucky Department of Education (KDE). The legislation requires the committee to “develop and oversee a multi-faceted strategic plan to improve student achievement in mathematics at all levels of schooling in Kentucky.” By December 2006 the CMA had developed a strategic plan for presentation to the Education Assessment and Accountability Review Subcommittee of the Kentucky General Assembly (EAARS).

During the August 2006 retreat of the Council on Postsecondary Education (CPE), Research, Economic Development and Commercialization Policy Group created the CPE STEM (Science, Technology, Engineering, and Mathematics) Task Force, a group of 110 highly skilled professionals in their respective disciplines. The task force was charged to “develop a statewide strategic action plan to accelerate Kentucky’s performance with the STEM disciplines.” The action plan of the STEM Task Force was presented to CPE March 2007 for implementation.

The Education Professional Standards Board (EPSB) reviewed and discussed both the CMA and STEM strategic plans during the June 2007 annual retreat. Particular attention was given to the sections in both reports that focused on the EPSB and the role of colleges and universities in preparing teachers in the STEM disciplines. The EPSB decided to focus on elementary mathematics teachers and requested that staff submit names for appointment to a task force. Members of the

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Mathematics Task Force (MTF) were appointed during regularly scheduled board meetings in October and November of 2007.

Members of the MTF first met on February 11, 2008, and immediately addressed the issues related to the preparation of elementary teachers to teach mathematics. As the MTF members began to identify the issues, the discussion included the need for elementary teachers to have a depth of mathematical knowledge beyond the content they teach as well as the ability to think mathematically. Task force members also agreed that teachers need a bigger toolbox of strategies to reach students with different learning styles. Finally, the MTF recommended the establishment of a mathematics endorsement.

On September 22, 2008, two task force members appeared before the board to discuss the recommendations and answer questions about the report. After the discussion the board determined that an implementation strategy was necessary. The next steps would be for staff to place the task force recommendations on the November agenda for board action with the implementation plan to be presented at the January 2009 board meeting. Task Force recommendations are included with this staff note.

Groups Consulted:

Mathematics Task Force:

Ms. Anita Barnes, Middle School Teacher, Frankfort Independent Schools

Ms. Ann Bartosh, Kentucky Department of Education

Ms. Janet Castle, retired teacher

Ms. Christy Drury, Elementary Teacher, Frankfort Independent Schools

Mr. John DeAtley, Council on Postsecondary Education

Mr. Bryan Edwards, High School Math Teacher, Franklin County School District

Ms. Barbara Ledford: Math/Science, Harlan Independent Schools

Dr. Rich Millman, University of Kentucky

Dr. Steve Newman, Northern Kentucky University

Dr. Janet Parker, Georgetown College

Dr. Manish Sharma, Thomas More College:

Dr. John Yopp, Director Appalachian Math and Sciences Project

Principals and Superintendents:

Martha Collier – Mercer County

David Young – Boyle County

Chris Holderman – Boyle County

Boyd Randolph – Pulaski County

Leon Smith – Washington County

Jeff Durham – Laurel County

Wade Stanfield – Fayette County

Tim Hanner – Kenton County

Earl Hughes – Kenton County

Barbara Martin – Kenton County

Alternative Actions:

1. Approve the Mathematics Task Force recommendations for elementary education teachers.
2. Modify and approve the Mathematics Task Force recommendations for elementary education teachers.
3. Do not approve the Mathematics Task Force recommendations for elementary education teachers.

Mathematics Task Force Recommendation:

Alternative Action 1

Rationale:

The recommendations presented are research-based. The task force group reviewed numerous research articles, national standards, and reports that included the National Mathematics Advisory Panel Final Report: Foundations for Success, U.S. Department of Education, 2008.

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November 17, 2008

EDUCATION PROFESSIONAL STANDARDS BOARD

MATHEMATICS TASK FORCE

Recommendation I:

Develop an Endorsement Certificate for Mathematics

Rationale:

The education of elementary math teachers should continue beyond initial certification. The mathematics endorsement should provide teachers with mathematical content and pedagogical knowledge and skills to enhance their preparation as classroom teachers to enrich the curriculum in the schools. These teachers may be teacher leaders to whom other teachers can turn for support in the teaching of math.

Recommendation II:

Educator preparation programs should adopt a three-pronged approach to preparing elementary teachers to teach math.

A. Mathematical Knowledge for Teaching (MKT)

Educator preparation programs should reorganize mathematics courses to accomplish the following:

- Embrace current approaches for math educator programs because pre-service preparation is crucial
- Emphasize deepening teachers' knowledge of the mathematics they teach as well as increasing their understanding of why math procedures work
- Emphasize promoting mathematical reasoning, sense making, problem solving, computational fluency, and justification, each facilitating the learning of the others
- Ensure that the Kentucky Program of Studies and the Core Content for Assessment are covered by courses and are viewed collaboratively with districts, teachers, and arts and sciences faculty

B. Pedagogical Content Knowledge (PCK)

Educator preparation's mathematics programs should ensure that candidates learn the following:

- How children learn mathematics so teachers can use different texts and design instruction to meet individual learning needs
- How to determine what students know and understand, using formative assessments to guide instruction
- How to provide strategies and resources for teaching mathematics, including those for differentiated instruction

C. Verticality (V) of the Mathematics in P-12 Curriculum

“Teacher education programs and licensure tests for early childhood teachers, including all special education teachers at this level, should fully address the topics on whole numbers, fractions, and the appropriate geometry and measurement topics in

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the Critical Foundations of Algebra, as well as the concepts and skills leading to them; for elementary teachers, including elementary level special education teachers, all topics in the Critical Foundations of Algebra and those topics typically covered in an introductory Algebra course; and for middle school teachers, including middle school special education teachers, the Critical Foundations of Algebra and all of the Major Topics of School Algebra.” *The National Mathematics Advisory Panel Final Report - 2008*

- Teachers should have a sense of how concepts are introduced in the elementary curriculum and then woven through the middle school curriculum.
- Teachers need to see the vertical nature of mathematics, to understand that teaching fractions in elementary lays the foundation for algebra in middle school.
- Colleges/universities should determine the desired math learning outcomes and design courses to meet those outcomes.
- IHE’s should ensure that their preservice teachers are well-versed in the Kentucky Program of Studies and the Core Content for Assessment.

Recommendation III:

- Colleges/universities should identify where in their mathematics courses/program the three components (MKT, PCK and V) are emphasized.

Recommendation IV:

- As curriculum changes, educator preparation programs and school districts should collaborate in co-designing mathematics courses.

Recommendation V:

- Provide opportunities for PreK-12 teachers to collaborate and discuss the challenges and issues of teaching math across grade levels.
- Communicate the outcome of such discussions to administrators.

Rationale for recommendations II through V:

“The national advisory panel has recommended that the PreK-8 content curriculum should be streamlined to emphasize the topics in what the panel calls the Critical Foundations of Algebra. These topics are very closely aligned to the topics recommended by the National Council of Teachers of Mathematics (NCTM) in its 2006 publication, *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence.*” *The National Mathematics Advisory Panel Final Report - 2008*

The MTF supports the National Advisory Panel’s recommendation that the PreK-8 mathematics curriculum be streamlined through collaborative efforts of the Kentucky Department of Education and the Education Professional Standards Board.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Boyce College's letter of intent requests recognition as a Kentucky educator preparation institution eligible to offer Elementary Education and Music Education programs

Applicable Statutes and Regulation:

KRS 161.028 and 030
16 KAR 5:010, Section 3 & 9

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) grant Boyce College's request to pursue accreditation as a Kentucky institution and offer Elementary and Music Education programs?

Background:

In November 1999, the EPSB adopted and implemented a process to approve and evaluate college and university programs for the preparation of teachers and other professional school personnel. The policy reflects the board's interpretation of this regulation to mean that all teacher preparation programs operating in Kentucky must be accredited. Regulation 16 KAR 5:010, Section 3 (1) states: "New educator preparation institutions requesting approval from the EPSB to develop educator preparation programs that do not have a historical foundation from which to show the success of candidates or graduates as required under Section 9 of this administrative regulation shall follow the four (4) stage developmental process established in this section to gain temporary authority to admit candidates."

Boyce College submitted a letter of intent September 2008 requesting accreditation as a Kentucky institution. Boyce College, the undergraduate school of the Southern Baptist Theological Seminary, is located in Louisville. The college would like to develop an educator certification unit, initially comprising two certification areas: Elementary Education (P-5) and Integrated Music Education (P-12).

The college is petitioning the board to begin the accreditation process and to seek approval for the two programs previously listed. The letter of intent addresses Precondition I: "The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers." Boyce College intends to develop an educator unit in total alignment with all NCATE standards, EPSB

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themes and standards, KERA Initiatives, and the content standards of the relevant national specialty program associations.

Boyce College's Department of Teacher Education has a unique mission to supply qualified and certified educators to Southern Baptist and other private Christian schools. The college is also committed to supplying qualified teachers for the foreign mission fields.

Boyce College will need to address all preconditions and provide all of the necessary financial resources, faculty, advising, assessment, etc. at the proposed campus and would be expected to meet all NCATE and Kentucky standards. (*The letter of intent is attached.*)

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Executive Director

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November 17, 2008

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

Section 3. Developmental Process for New Educator Preparation Programs. (1) New educator preparation institutions requesting approval from the EPSB to develop educator preparation programs that do not have a historical foundation from which to show the success of candidates or graduates as required under Section 9 of this administrative regulation shall follow the four (4) stage developmental process established in this section to gain temporary authority to admit candidates.

(2) Stage One.

(a) The educator preparation institution shall submit an official letter from the chief executive officer and the governing board of the institution to the EPSB for review and acceptance by the board indicating the institution's intent to begin the developmental process establish an educator preparation program.

(b) The EPSB staff shall make a technical visit to the institution.

(c) The institution shall submit the following documentation:

1. Program descriptions required by Section 11 of this administrative regulation;
2. Continuous assessment plan required by Section 11 of this administrative regulation; and
3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this administrative regulation.

(d) The EPSB shall provide for a paper review of this documentation by the Reading Committee and the Continuous Assessment Review Committee.

(e) Following review of the documentation, EPSB staff shall make an additional technical visit to the institution.

(3) Stage Two.

(a) A board of examiners team shall make a one (1) day visit to the institution to verify the paper review.

(b) The team shall be comprised of:

1. One (1) representative from a public postsecondary institution;
2. One (1) representative from an independent postsecondary institution; and
3. One (1) representative from the Kentucky Education Association.

(c) The team shall submit a written report of its findings to the EPSB.

(d) The EPSB shall provide a copy of the written report to the institution.

(e)1. The institution may submit a written rejoinder to the report within thirty (30) working days of its receipt.

2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the team's report.

(f) The Accreditation Audit Committee shall review the materials gathered during Stages One and Two and make one (1) of the following recommendations to the EPSB with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(4) Stage Three.

(a) The EPSB shall review the materials and recommendations from the Accreditation Audit Committee and make one (1) of the following determinations with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(b) An institution receiving approval or approval with conditions shall:

1. Hold this temporary authorization for two (2) years; and
2. Continue the developmental process and the first accreditation process established in this administrative regulation.

(c) An institution denied temporary authorization may reapply.

(d) During the two (2) year period of temporary authorization, the institution shall:

1. Admit candidates;
2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
3. Report regularly to the EPSB on the institution's progress.

(e) During the two (2) year period of temporary authorization, the EPSB:

1. May schedule additional technical visits; and
2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.

(5) Stage Four.

(a) The institution shall host a first accreditation visit within two (2) years of the approval or approval with conditions of temporary authorization.

(b) All further accreditation activities shall be governed by Section 9 of this administrative regulation.

Section 9. Preconditions for First Unit Accreditation. (1) Eighteen (18) months prior to the scheduled on-site visit of the evaluation team, the educator preparation institution shall submit information to the EPSB, and to NCATE if appropriate, documenting the fulfillment of the preconditions for the accreditation of the educator preparation unit, as established in subsection (2) of this section.

(2) As a precondition for experiencing an on-site first evaluation for educator preparation, the institution shall present documentation to show that the following conditions are satisfied:

(a) Precondition Number 1. The institution recognizes and identifies a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel. Required documentation shall include:

1. A letter from the institution's chief executive officer that designates the unit as having primary authority and responsibility for professional education programs;

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2. A chart or narrative that lists all professional education programs offered by the institution, including any nontraditional and alternative programs. The chart or narrative report shall depict:

- a. The degree or award levels for each program;
- b. The administrative location for each program; and
- c. The structure or structures through which the unit implements its oversight of all programs;

3. If the unit's offerings include off-campus programs, a separate chart or narrative as described in subparagraph 2 of this paragraph, prepared for each location at which off-campus programs are geographically located; and

4. An organizational chart of the institution that depicts the professional education unit and indicates the unit's relationship to other administrative units within the college or university.

(b) Precondition Number 2. A dean, director, or chair is officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation. The institution shall submit a job description for the head of the professional education unit.

(c) Precondition Number 3. Written policies and procedures guide the operations of the unit. Required documentation shall include cover page and table of contents for codified policies, bylaws, procedures, and student handbooks.

(d) Precondition Number 4. The unit has a well-developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Required documentation shall include:

1. The vision and mission of the institution and the unit;
2. The unit's philosophy, purposes, and goals;
3. Knowledge bases including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework;
4. Candidate proficiencies aligned with the expectations in professional, state, and institutional standards; and
5. A description of the system by which the candidate proficiencies described are regularly assessed.

(e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of candidates, and the effectiveness of its graduates. Required documentation shall include a description of the unit's assessment and data collection systems that support unit responses to Standards 1 and 2 established in Section 2(2)(b)1 and 2 of this administrative regulation.

(f) Precondition Number 6. The unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit. Required documentation shall include:

1. A photocopy of published documentation (e.g., from a catalog, student teaching handbook, application form, or web page) listing the basic requirements for entry to, retention in, and completion of professional education programs offered by the institution, including any nontraditional, alternative or off-campus programs; and

2. A brief summary of candidate performance on assessments conducted for admission into programs and exit from them. This summary shall include:

- a. The portion of Title II documentation related to candidate admission and completion that was prepared for the state; and

- b. A compilation of results on the unit's own assessments.

(g) Precondition Number 7. The unit's programs are approved by the appropriate state agency or agencies and the unit's summary pass rate meets or exceeds the required state pass rate of eighty (80) percent. Required documentation shall include:

1. The most recent approval letters from the EPSB and CPE, including or appended by a list of approved programs. If any program is not approved, the unit shall provide a statement that it is not currently accepting new applicants into the nonapproved program or programs. For programs that are approved with qualifications or are pending approval, the unit shall describe how it will bring the program or programs into compliance; and

2. Documentation submitted to the state for Title II, indicating that the unit's summary pass rate on state licensure examinations meets or exceeds the required state pass rate of eighty (80) percent. If the required state pass rate is not evident on this documentation, it shall be provided on a separate page.

(h) Precondition Number 8. If the institution has chosen to pursue dual accreditation from both the state and NCATE and receive national recognition for a program or programs, the institution shall submit its programs for both state and national review.

(i) Precondition Number 9. The institution is accredited, without probation or an equivalent status, by the appropriate regional institutional accrediting agency recognized by the U.S. Department of Education. Required documentation shall include a copy of the current regional accreditation letter or report that indicates institutional accreditation status.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

2009 Legislative Agenda

Applicable Statute:

KRS 161.028, KRS 161.030

Applicable Goals:

All Goals.

Issue:

Should the Education Professional Standards Board approve a Legislative Agenda for the 2009 Legislative session?

Background:

The General Assembly will meet for its regularly scheduled 30-day Session beginning January 6, 2009. Prior to the commencement of legislative session, the Board customarily prepares with the aid of staff a legislative agenda designed to promote the Board's mission. Staff utilizes the final legislative agenda to prepare proposed bills for statutory amendments and to advance the Board's goals when working with legislators.

At the November 16, 2008 Work Session, the Board members discussed with staff the legislative priorities for the upcoming session. The proposed legislative agenda encapsulates those priorities.

Alternative Actions:

1. Approve the proposed 2009 Legislative Agenda.
2. Modify and approve the proposed 2009 Legislative Agenda.
3. Do not approve the proposed 2009 Legislative Agenda.

Staff Recommendation:

Alternative 1

Rationale

A legislative agenda will assist staff in promoting the Board's goals during the 2009 Legislative session.

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Date:

November 17, 2008

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

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

Applicable Statute or Regulation:

KRS 161.030
16 KAR 6:010

Applicable Goals:

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

Issues:

Issue 1: Amend 16 KAR 6:010 to reflect the current name of the *School Psychologist (0401)* test required for school psychologist certification and to provide consistency in capitalization, spacing, and punctuation throughout.

The current name of the Praxis II School Psychologist test is *School Psychologist*. The NTE term is no longer used. Throughout the years, testing requirements for specific areas have changed, and the regulation has been amended to reflect those changes. As a result, the capitalization and punctuation within the regulation may vary slightly from section to section. To improve clarity, staff is recommending consistency in capitalization and punctuation throughout the regulation.

Issue 2: Amend 16 KAR 6:010 to change the cut scores of three existing tests and establish requirements for two additional tests, i.e. *IECE (0023)* and *Gifted Education (0357)*.

At the September 2008 EPSB meeting, staff provided the Board with the results of the June 2008 review panels and Standard Setting Studies (SSS). Recommended cut scores are in bold and are based on the cut score framework approved by the Board in November 2007.

Cut score framework:

Accept the recommendation of the validation panel if it is between the 15th – 25th percentiles, inclusive; greater than or equal to the current cut score; and comparable to the SREB average cut score.

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Test Review Results

Middle School English Language Arts (0049)

One panel member recommended that the passing score remain at 157. The other three recommended an increase in the passing score to 158, 160, or 161.

Current Passing Score	Southern Regional Education Board (SREB) Average Passing Score	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
					Female	Male	African American or Black
157	153	157	14.58	85%	85%	81%	50%
		158	15.92	84%	84%	81%	50%
		160	17.94	80%	81%	77%	50%
		161	19.82	78%	79%	75%	45%

Middle School Science (0439)

The majority of panel members recommended that the passing score be raised to 144.

Current Passing Score	Southern Regional Education Board (SREB) Average	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
					Female	Male	Other
139	144	139	12.48	94%	94%	93%	<5
		144	18.84	86%	85%	87%	<5

Earth Science (0571)

Two panel members recommended that the current passing score remain the same. One panel member recommended raising the passing score to 147, and one recommended raising it to 150. As shown in the table below, raising the cut score to 147 would move it between the 15th - 25th percentile. According to the latest data, a cut score of 147 would not change the overall pass rate nor would it have a disparate impact on subpopulation pass rates.

Current Passing Score	Southern Regional Education Board (SREB) Average	Proposed Passing Score	National Percentile Ranking*	State Pass Rate 2006-2007	KY Subpopulation Pass Rate 2006-2007		
					Female	Male	Other
145	148	145	13.21	79%	70%	89%	<5
		147	16.00	79%	70%	89%	<5
		150	19.86	74%	60%	89%	<5

Standard Setting Studies (SSS)

Interdisciplinary Early Childhood Education (IECE) (0023)

In July of 2007, the EPSB, in coordination with the ETS, convened a committee of Kentucky IECE teachers and teacher educators to develop a new IECE test. In June of

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2008, an SSS was held to verify that the new test is appropriate for certifying Kentucky IECE teachers and to determine the passing score.

The panel validated the test; however, since the *IECE (0023)* is a new test, a conversion table to convert a raw score to a scaled score will not be available until after sufficient performance data have been collected. Because the prospective IECE teacher pool is small, it will most likely require several test administrations to gather sufficient data.

In the past, the Board has provided a one-year hold harmless window before adding the requirement for certification. Providing the Board approves, this would mean the test would be required with no cut score, effective September 1, 2009, and a corresponding cut score would be implemented by September 1, 2010.

Gifted Education (0357)

Kentucky currently offers several certification endorsements. The endorsements for which an appropriate Praxis II test exists require successful completion of the corresponding test. Two SREB states, Arkansas and West Virginia, currently use the *Gifted Education (0357)* test. The Kentucky panel validated the test and recommended a cut score of 146. However, review of performance data shows that a score of 152 would be in compliance with the Board’s cut score framework.

<i>Gifted Education (0357)</i>		National Percentile Ranking*	National Pass Rate*
Proposed Passing Score	146	Not obtained	Not obtained
Closest Score Obtained	147	9.2	91%
Staff Recommended Passing Score	152	15.8	84%
Southern Regional Education Board (SREB) Average	159	34.2	66%

**National Percentile Ranking reflects 3 year rolling data from October 2004 through July 2007.*

Issue 3: Amend 16 KAR 6:010 to reflect the rescaled test code and score for the Praxis II tests *Family and Consumer Sciences (0121)-162* and *School Psychologist (0401)-161*.

ETS is transitioning the older NTE scaled tests (250-990 scale) to the Praxis score scale (100-200). Therefore, effective September 1, 2008, test codes and scores changed for the two tests listed below.

Test	Current Code	Current Score	New Code	Passing Score on New Scale
<i>Family Consumer Sciences</i>	0120	600	0121	162
<i>School Psychologist</i>	0400	630	0401	161

Alternative Actions

Issue 1: Amend 16 KAR 6:010 to reflect the current name of the *School Psychologist (0401)* test required for school psychologist certification and to provide consistency in capitalization, spacing, and punctuation throughout.

1. Approve the proposed amendments to 16 KAR 6:010.
2. Do not approve the proposed amendments to 16 KAR 6:010.

Issue 2: Amend 16 KAR 6:010 to change the cut scores of three existing tests and establish requirements for two additional tests.

- a. Raise the cut score for *Middle School English Language Arts (0049)* to 158, *Middle School Science (0439)* to 144, and *Earth Science (0571)* to 147, effective September 1, 2009.
- b. Establish the *IECE (0023)* test requirement with no required cut score for obtaining IECE certification, effective September 1, 2009.
- c. Establish the *Gifted (0357)* test requirement with cut score of 152 for obtaining Gifted Endorsement, effective September 1, 2009.

1. Approve the proposed amendments to 16 KAR 6:010.
2. Do not approve the proposed amendments to 16 KAR 6:010.

Issue 3: Amend 16 KAR 6:010 to reflect the rescaled test code and score for the Praxis II tests *Family and Consumer Sciences (0121)*-162 and *School Psychologist (0401)*-161.

1. Approve the proposed amendments to 16 KAR 6:010.
2. Do not approve the proposed amendments to 16 KAR 6:010.

Rationale

Issue 1: Amend 16 KAR 6:010 to reflect the current name of the *School Psychologist (0401)* test required for school psychologist certification and to provide consistency in capitalization, spacing, and punctuation throughout.

The current name of the Praxis II School Psychologist test is *School Psychologist*. The NTE term is no longer used. Providing consistency in punctuation will improve clarity.

Issue 2: Amend 16KAR 6:010 to change the cut scores of three existing tests and establish requirements for two additional tests.

- a. Raise the cut score for *Middle School English Language Arts (0049)* to 158, *Middle School Science (0439)* to 144, and *Earth Science (0571)* to 147, effective September 1, 2009. Keep the cut score of *Theatre (0640)* at 630 and of *Middle School Mathematics (0069)* at 148.

The recommended cut scores are in compliance with the Board's cut score framework and do not appear to have a disparate impact on subpopulations.

- b. **Establish the *Interdisciplinary Early Childhood Education (0023) (IECE)* test requirement with no required cut score for obtaining IECE certification, effective September 1, 2009.**

The Praxis II (0023) was developed and validated by Kentucky teachers and teacher educators. Providing a one-year hold harmless window will provide ample time to gather performance data and obtain a scaled score.

- c. **Establish the *Gifted Education (0357)* test requirement with a cut score of 152 for obtaining gifted endorsement, effective September 1, 2009.**

Although the SSS panel validated the test for Kentucky use with a recommended cut score of 146, a cut score of 152 would be in compliance with the Board's cut score framework.

Issue 3: Amend 16 KAR 6:010 to reflect the rescaled test code and score for the Praxis II tests *Family and Consumer Sciences (0121)-162* and *School Psychologist (0401)-161*.

ETS is transitioning the older NTE scaled tests (250-990 scale) to the Praxis score scale (100-200). Therefore, effective September 1, 2008, test codes and passing scores were updated for the two tests. This update does not raise or lower the passing score for these tests.

Contact Person:

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

Executive Director

Date:

November 17, 2008

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 6:010. Written examination prerequisites for teacher certification.**

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

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

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

12 Section 1. A teacher applicant for certification shall successfully complete the
13 appropriate written tests identified in this administrative regulation prior to Kentucky
14 teacher certification.

15 Section 2. The Education Professional Standards Board shall require the test or tests
16 and passing scores identified in this section for each new teacher applicant and each
17 teacher seeking an additional certificate.

18 (1) Beginning September 1, 2009 an applicant for Interdisciplinary Early Childhood
19 Education certification (birth to primary) shall take “Interdisciplinary Early Childhood
20 Education (0023).”

21 (2) An applicant for Elementary certification (grades P-5) shall take “Elementary
22 Education: Content Knowledge (0014)” with a passing score of 148. (3) An applicant for
23 certification at the middle school level (grades five (5) through nine (9)) shall take the

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1 content test or tests based on the applicant’s content area or areas with the corresponding
2 passing scores as identified in this subsection:

3 (a) Middle School English and Communications: “Middle School English
4 Language Arts (0049)” - 158;

5 (b) Middle School Mathematics: “Middle School Mathematics (0069)” - 148;

6 (c) Middle School Science: “Middle School Science (0439)” - 144; or

7 (d) Middle School Social Studies: “Middle School Social Studies (0089)” – 149.

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

11 (a) Biology: “Biology: Content Knowledge (0235)” - 146;

12 (b) Chemistry: “Chemistry: Content Knowledge (0245)” - 147;

13 (c) Earth Science: “Earth and Space Sciences: Content Knowledge (0571)” – 147;

14 (d) English:

15 1. “English Language, Literature and Composition: Content Knowledge
16 (0041)” - 160; and

17 2. “English Language, Literature and Composition Essays (0042)” - 155;

18 (e) Mathematics:

19 1. “Mathematics: Content Knowledge (0061)” - 125; and

20 2. “Mathematics: Proofs, Models and Problems, Part 1 (0063)” - 141;

21 (f) Physics: “Physics: Content Knowledge (0265)” - 133; and

22 (g) Social Studies:

23 1. “Social Studies: Content Knowledge (0081)” - 151; and

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1 2. “Social Studies: Interpretation of Materials (0083)” – 159.

2 (5) An applicant for certification in all grades shall take the content test or tests
3 corresponding to the applicant's area or areas of specialization with the passing scores
4 identified in this subsection:

5 (a) Art:

6 1. “Art: Content Knowledge (0133)” - 158; and

7 2. “Art Making (0131)” - 154;

8 (b) French: “French: Content Knowledge (0173)” - 159;

9 (c) German: “German: Content Knowledge (0181)” - 157;

10 (d) Health: “Health Education (0550)” - 630;

11 (e) Integrated Music:

12 1. “Music: Content Knowledge (0113)” - 154; and

13 2. “Music: Concepts and Processes (0111)” - 145;

14 (f) Instrumental Music:

15 1. “Music: Content Knowledge (0113)” - 154; and

16 2. “Music: Concepts and Processes (0111)” - 145;

17 (g) Vocal Music:

18 1. “Music: Content Knowledge (0113)” - 154; and

19 2. “Music: Concepts and Processes (0111)” - 145;

20 (h) Latin: “Latin (0600)” - 700;

21 (i) Physical Education:

22 1. “Physical Education: Content Knowledge (0091)” - 147; and

23 2. “Physical Education: Movement Forms-Analysis and Design (0092)” -

24 151;

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1 (j) School Media Librarian: “Library Media Specialist (0310)” - 640;

2 (k) School Psychologist: “School Psychologist (0401)” – 161; or

3 (l) Spanish: “Spanish: Content Knowledge (0191)” – 160.

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

9 (a) Communication Disorders:

10 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

11 157; and

12 2. “Speech-Language Pathology (0330)” - 600;

13 (b) Hearing Impaired:

14 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

15 157; and

16 2. “Education of Deaf and Hard of Hearing Students (0271)” - 167;

17 (c) Hearing Impaired With Sign Proficiency:

18 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

19 157;

20 2. “Education of Deaf and Hard of Hearing Students (0271) – 167”; and

21 3. One (1) of the following tests with a passing score of - Intermediate
22 Level:

23 a. “Sign Communication Proficiency Interview (SCPI)”; or

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1 b. “Educational Sign Skills Evaluation (ESSE)”;

2 (d) Learning and Behavior Disorders:

3 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

4 157; and

5 2. “Education of Exceptional Students: Mild to Moderate Disabilities

6 (0542)” - 172;

7 (e) Moderate and Severe Disabilities:

8 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

9 157; and

10 2. “Education of Exceptional Students: Severe to Profound Disabilities

11 (0544)” – 156; or

12 (f) Visually Impaired:

13 1. “Education of Exceptional Students: Core Content Knowledge (0353)” -

14 157; and

15 2. “Teaching Students with Visual Impairments (0280)” - 700.

16 (7) An applicant for Career and Technical Education certification to teach in grades
17 5-12 shall take the content test or tests corresponding to the applicant's area or areas of
18 specialization with the passing scores identified in this subsection:

19 (a) Agriculture: “Agriculture (0700)” - 520;

20 (b) Business and Marketing Education: “Business Education (0100)” - 590;

21 (c) Family and Consumer Science: “Family and Consumer Sciences (0121)” -

22 162;

23 (d) Technology Education: “Technology Education (0050)” - 600; or

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

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

7 (a) English as a Second Language: "English to Speakers of Other Languages
8 (0360)" - 620;

9 (b) Speech/Media Communications: "Speech Communication (0220)" - 580; or

10 (c) Theater: "Theatre (0640)" - 630.

11 (9) An applicant for an endorsement in the following content area or areas shall take
12 the content test or tests based on the applicant's area or areas of specialization with the
13 passing scores identified in this subsection:

14 (a) English as a Second Language: "English to Speakers of Other Languages
15 (0360)" - 620;

16 (b) Learning and Behavior Disorders, grades 8-12: "Education of Exceptional
17 Students: Mild to Moderate Disabilities (0542)" - 172; or

18 (c) Gifted Education, grades P-12: "Gifted Education (0357)" - 152.

19 Section 3. In addition to the content area test or tests established in Section 2 of this
20 administrative regulation, the pedagogy tests and passing scores identified in this section
21 shall be required for each new teacher applicant. If an individual is seeking additional
22 certification in any area, the applicant shall only take one (1) of the pedagogy tests
23 identified in this administrative regulation.

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1 (1) An applicant for Elementary certification (grades P-5) shall take “Principles of
2 Learning and Teaching: Grades K-6 (0522)” - 161.

3 (2) An applicant for certification at the middle school level (grades five (5) through
4 nine (9)) shall take “Principles of Learning and Teaching: Grades 5-9 (0523)” - 161.

5 (3) An applicant for certification at the secondary level (grades eight (8) through
6 twelve (12)) shall take “Principles of Learning and Teaching: Grades 7-12 (0524)” - 161.

7 (4) An applicant for certification in all grades with a content area (e.g., art, music,
8 etc.) shall take either:

9 (a) “Principles of Learning and Teaching: Grades K-6 (0522)” - 161;

10 (b) “Principles of Learning and Teaching: Grades 5-9 (0523)” - 161; or

11 (c) “Principles of Learning and Teaching: Grades 7-12 (0524)” - 161.

12 (5) An applicant applying only for certification for teacher of exceptional children
13 shall not be required to take a separate pedagogy test established in this section. The
14 content area test or tests established in Section 2 of this administrative regulation shall
15 fulfill the pedagogy test requirement for a teacher of exceptional children.

16 (6) An applicant for Career and Technical Education certification in grades five (5)
17 through twelve (12) shall take either:

18 (a) “Principles of Learning and Teaching: Grades 5-9 (0523)” - 161; or

19 (b) “Principles of Learning and Teaching: Grades 7-12 (0524)” - 161.

20 (7) An applicant for a restricted base certificate shall take one (1) of the following
21 pedagogy tests corresponding to the grade range of the specific restricted base certificate:

22 (a) “Principles of Learning and Teaching: Grades K-6 (0522)” - 161;

23 (b) “Principles of Learning and Teaching: Grades 5-9 (0523)” - 161; or

24 (c) “Principles of Learning and Teaching: Grades 7-12 (0524)” - 161.

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1 ~~[Section 2. The Education Professional Standards Board shall require the test or tests and~~
2 ~~passing scores identified in this section for each new teacher applicant and each teacher~~
3 ~~seeking an additional certificate.~~

4 ~~(1) An applicant for elementary certification shall take Elementary Education:~~
5 ~~Content Knowledge (0014) with a passing score of 148.~~

6 ~~(3) An applicant for middle school certification shall take the middle school content~~
7 ~~test or tests based on the applicant's content area or areas with passing scores as~~
8 ~~identified in this subsection:~~

9 ~~(a) Middle School Mathematics (0069) —148;~~

10 ~~(b) Middle School Science (0439) —139;~~

11 ~~(c) Middle School English Language Arts (0049) —157; or~~

12 ~~(d) Middle School Social Studies (0089) —149.~~

13 ~~(4) An applicant for certification for teacher of exceptional children in~~
14 ~~Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing~~
15 ~~Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities~~
16 ~~shall take each content test or test based on the applicant's content area or areas with the~~
17 ~~corresponding passing scores as identified in this subsection:~~

18 ~~(a) Communication disorders:~~

19 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) —157; and~~

20 ~~2. Speech Language Pathology (0330) —600;~~

21 ~~(b) Learning and behavior disorders:~~

22 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) —157; and~~

23 ~~2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) —172;~~

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- 1 ~~(c) Moderate and severe disabilities:~~
- 2 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) 157; and~~
- 3 ~~2.a. Until August 31, 2007, Special Education: Teaching Students with Mental~~
- 4 ~~Retardation (0321) 146;~~
- 5 ~~b. Beginning September 1, 2007 and until August 31, 2008, Special Education:~~
- 6 ~~Teaching Students with Mental Retardation (0321) 146 or Education of Exceptional~~
- 7 ~~Students: Severe to Profound Disabilities (0544) 156;~~
- 8 ~~c. Beginning September 1, 2008, Education of Exceptional Students: Severe to~~
- 9 ~~Profound Disabilities (0544) 156;~~
- 10 ~~(d) Hearing impaired:~~
- 11 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) 157; and~~
- 12 ~~2. Education of Deaf and Hard of Hearing Students (0271) 167;~~
- 13 ~~(e) Hearing impaired with sign proficiency:~~
- 14 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) 157;~~
- 15 ~~2. Education of Deaf and Hard of Hearing Students (0271) 167; and~~
- 16 ~~3. One (1) of the following tests with a passing score of "Intermediate Level":~~
- 17 ~~a. Sign Communication Proficiency Interview (SCPI); or~~
- 18 ~~b. Educational Sign Skills Evaluation (ESSE); and~~
- 19 ~~(f) Visually impaired:~~
- 20 ~~1. Education of Exceptional Students: Core Content Knowledge (0353) 157; and~~
- 21 ~~2. Teaching Students with Visual Impairments (0280) 700.~~
- 22 ~~(5) An applicant for certification at the secondary level shall take the content test or~~
- 23 ~~tests corresponding to the applicant's content area or areas with the passing scores~~
- 24 ~~identified in this subsection:~~

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- 1 ~~(a) Biology: Content Knowledge (0235)—146;~~
2 ~~(b) Chemistry: Content Knowledge (0245)—147;~~
3 ~~(c) English:~~
4 ~~1. English Language and Literature: Content Knowledge (0041)—160; and~~
5 ~~2. English Language, Literature and Composition Essays (0042)—155;~~
6 ~~(d) Social Studies:~~
7 ~~1. Social Studies: Content Knowledge (0081)—151; and~~
8 ~~2. Social Studies: Interpretation of Materials (0083)—159;~~
9 ~~(e) Mathematics:~~
10 ~~1. Mathematics: Content Knowledge (0061)—125; and~~
11 ~~2. Mathematics: Proofs, Models, and Problems (0063)—141;~~
12 ~~(f) Physics: Content Knowledge (0265)—133; and~~
13 ~~(g) Earth Science: Content Knowledge (0571)—145.~~
14 ~~(6) An applicant for certification in all grades in the following content area or areas~~
15 ~~shall take the content test or tests with the passing scores as identified in this subsection.~~
16 ~~(a) Art:~~
17 ~~1. Art Content Knowledge (0133)—158; and~~
18 ~~2. Art Making (0131)—154;~~
19 ~~(b) French: French: Content Knowledge (0173)—159;~~
20 ~~(c) German: German: Content Knowledge (0181)—157;~~
21 ~~(d) Health: Health Education (0550)—630;~~
22 ~~(e) Latin: Latin (0600)—700;~~
23 ~~(f) Integrated music:~~

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1 ~~1. Music: Content Knowledge (0113)—154; and~~

2 ~~2. Music: Concepts and Processes (0111)—145;~~

3 ~~(g) Vocal music:~~

4 ~~1. Music: Content Knowledge (0113)—154; and~~

5 ~~2. Music: Concepts and Processes (0111)—145;~~

6 ~~(h) Instrumental music:~~

7 ~~1. Music: Content Knowledge (0113)—154; and~~

8 ~~2. Music: Concepts and Processes (0111)—145;~~

9 ~~(i) Physical education:~~

10 ~~—1. Physical Education: Content Knowledge (0091)—147; and~~

11 ~~2. Physical Education: Movement Forms Analysis and Design (0092)—151;~~

12 ~~(j) Spanish: Spanish: Content Knowledge (0191)—160;~~

13 ~~(k) School Media Librarian: Library Media Specialist (0310)—640; or~~

14 ~~(l) School Psychologist: NTE Specialty Area Examination—630.~~

15 ~~(7) An applicant for career and technical education certification to teach in grades 5-~~

16 ~~12 with one (1) or more of the following specializations shall take the content test or tests~~

17 ~~with the passing scores as identified in this subsection:~~

18 ~~(a) Agriculture: Agriculture (0700)—520;~~

19 ~~(b) Business and Marketing Education—Business Education (0100)—590;~~

20 ~~(c) Family and Consumer Sciences (0120)—600;~~

21 ~~(d) Technology Education—Technology Education (0050)—600; or~~

22 ~~(e) Industrial education. An applicant for industrial education with one (1) or more~~

23 ~~trade and industry specializations shall complete the assessments established in 16 KAR~~

24 ~~6:020.~~

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1 ~~(8) An applicant for a restricted base certificate in the following content area or areas~~
2 ~~shall take the content test or tests with the passing scores identified in this subsection:~~

3 ~~(a) English as a Second Language: English to Speakers of Other Languages (0360)–~~
4 ~~620;~~

5 ~~(b) Speech/Media Communications: Speech Communication (0220)–580; or~~

6 ~~(c) Theater: Theatre (0640)–630.~~

7 ~~(9) An applicant for an endorsement in the following content area or areas shall take~~
8 ~~the content test or tests with the passing scores identified in this subsection:~~

9 ~~(a) English as a Second Language: English to Speakers of Other Languages (0360)–~~
10 ~~620; or~~

11 ~~(b) Learning and Behavior Disorders, grades 8–12: Education of Exceptional~~
12 ~~Students: Mild to Moderate Disabilities (0542)–172.~~

13 ~~Section 3. In addition to the content area test or tests established in Section 2 of this~~
14 ~~administrative regulation, the pedagogy tests and passing scores identified in this section~~
15 ~~shall be required for each new teacher applicant. If an individual is seeking additional~~
16 ~~certification in any area, the applicant shall only take one (1) of the pedagogy tests~~
17 ~~identified in this administrative regulation.~~

18 ~~(1) An applicant for elementary certification (grades P–5) shall take Principles of~~
19 ~~Learning and Teaching: Grades K–6 (0522)–161.~~

20 ~~(2) An applicant for middle school certification grades five (5) through nine (9) shall~~
21 ~~take Principles of Learning and Teaching: Grades 5–9 (0523)–161.~~

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

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

3 ~~(4) An applicant for certification at the secondary level grades eight (8) through~~
4 ~~twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) — 161.~~

5 ~~(5) An applicant for certification in all grades with a content area (e.g., art, music,~~
6 ~~etc.) shall take either:~~

7 ~~(a) Principles of Learning and Teaching: Grades K-6 (0522) — 161;~~

8 ~~(b) Principles of Learning and Teaching: Grades 5-9 (0523) — 161; or~~

9 ~~(c) Principles of Learning and Teaching: Grades 7-12 (0524) — 161.~~

10 ~~(6) An applicant for career and technical education certification in grades five (5)~~
11 ~~through twelve (12) shall take either:~~

12 ~~(a) Principles of Learning and Teaching: Grades 5-9 (0523) — 161; or~~

13 ~~(b) Principles of Learning and Teaching: Grades 7-12 (0524) — 161.~~

14 ~~(7) An applicant for a restricted base certificate shall take one (1) of the following~~
15 ~~pedagogy tests corresponding to the grade range of the specific restricted base certificate:~~

16 ~~(a) Principles of Learning and Teaching: Grades K-6 (0522) — 161;~~

17 ~~(b) Principles of Learning and Teaching: Grades 5-9 (0523) — 161; or~~

18 ~~(c) Principles of Learning and Teaching: Grades 7-12 (0524) — 161.~~

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

22 (2) A teacher who fails to complete application for certification to the Education
23 Professional Standards Board within the applicable recency period of the test and with
24 the passing score established at the time of administration shall retake the appropriate test

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1 or tests and achieve the appropriate passing score or scores required for certification at
2 the time of application.

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

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

7 (a) The Educational Testing Service; or

8 (b) [~~The Education Professional Standards Board for special administration; or~~

9 ~~—(e)]The agency established by the Education Professional Standards Board as the
10 authorized test administrator.~~

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

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

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

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

4 Section 7. An applicant who fails to achieve at least the minimum score on any of the
5 appropriate examinations may retake the test or tests during one (1) of the scheduled test
6 administrations.

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Approved:

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on January 26, 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 February 2, 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

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 written examination prerequisites and the corresponding passing scores for teacher certification.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to teacher candidates of the assessment requirements for obtaining and maintaining a teaching certificate.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.020 requires a certificate of legal qualifications for any public school position for which a certificate is issued. KRS 161.028 requires the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030 places the responsibility of selecting the assessments and determining the minimum acceptable level of achievement on each assessment on the Education Professional Standards Board.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the required teacher certification assessments and their corresponding minimum acceptable scores.

(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: The amendment corrects the name of the current school psychologist test, changes test scores for “Middle School English Language Arts (0049),” “Middle School Earth Science (0439),” and “Earth Science (0571),” and establishes the requirements for two additional tests, “Interdisciplinary Early Childhood Education-IECE (0023)” and “Gifted Education (0357)”. The amendment also rescales the test code and score for “Family and Consumer Sciences (0121)” and “School Psychologist (0401).” Any other proposed changes to this regulation are designed to improve the clarity of the regulation.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to ensure that the required assessments and corresponding scores

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are adequately set to produce the most competent educators.

(c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes, KRS 161.020, 161.028, and 161.030, govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a certificate. This amendment establishes the required assessments and corresponding passing scores for Kentucky teacher certification.

(d) How the amendment will assist in the effective administration of the statutes: This amendment more closely aligns assessment options with teacher preparation program requirements and opportunities within an actual school setting.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 29 educator preparation programs, and educators seeking new and additional teacher certification.

(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: The school districts will not be required to take any additional action. The educator preparation programs will need to continue to direct students to the Education Professional Standards Board website for current assessment requirements. Applicants will need to continue to refer to the Education Professional Standards board website for current assessment requirements.

(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.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The educator preparation programs and applicants will be positively affected by the clarifications to the regulation. The districts will be positively affected by a supply of teachers who are competent in their content area.

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

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implement this administrative regulation:

(a) Initially: None

(b) On a continuing basis: None

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

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

(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 does not apply since all candidates for each certificate will be held to the same standard.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 6:010
Sneed

Contact

Person: Alicia

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.

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 none.

(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.

(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.

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

(d) How much will it cost to administer this program for subsequent years? There should be no revenue generated.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a revenue costing regulation, but merely establishes the testing requirements for teacher candidates to obtain certification.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request to waive language in 16 KAR 6:010 pertaining to middle school (5-9) English and communications and secondary English certification assessment requirements

Applicable Statutes and Regulation:

KRS 161.028; 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.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 requiring an individual pursuing middle school (5-9) English and communications and secondary school English certification to successfully complete the Praxis II *Principles of Learning and Teaching: Grades 5-9(0523) or Principles of Learning and Teaching: Grades 7-12 (0524) and Middle School English Language Arts (0049), English Language, Literature, and Composition: Content Knowledge (0041), and English Language, Literature, &Composition: Essays (0042)?*

Background:

Kentucky requires the following Praxis II tests for middle school (5-9) English and communications certification:

- *Principles of Learning and Teaching (PLT): Grades 5-9 (0523) and*
- *Middle School English Language Arts (0049)*

Kentucky requires the following Praxis II tests for secondary English certification:

- *Principles of Learning and Teaching (PLT): Grades 7-12 (0524),*
- *English Language, Literature, and Composition: Content Knowledge (0041), and*
- *English Language, Literature, &Composition: Essays (0042)*

To determine whether the Illinois Certification Testing System (ICTS) tests, *103 Assessment of Professional Teaching (APT): 6-12*, and *111 English Language Arts* are equivalent to the *PLT (0523 or 0524), Middle School English Language Arts (0049), English Language, Literature, and Composition: Content Knowledge (0041)*, and/or *English Language, Literature, &Composition: Essays (0042)*, staff reviewed the Illinois test frameworks and study guides and the Educational Testing Service (ETS) Test at a Glance (TAAG) documents. Below is a summary of the review.

The *ICTS 103 APT* assesses a candidate's professional and pedagogical knowledge and skills. The test consists of 120 multiple choice questions and two constructed-response assignments covering the following topics:

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- Foundations, Characteristics, and Assessment
- Planning and Delivering Instruction
- Managing the Learning Environment
- Collaboration, Communication, and Professionalism
- Language Arts
- Educational Technology

The *ICTS 111 English Language Arts* is a multiple choice item test covering the following content topics:

- Reading
- Writing and Research
- Speaking and Listening
- Literature

The Praxis II *PLT* tests are two-hour tests containing 12 short-answer and 24 multiple choice items. The tests cover the following topics:

- Instruction and Assessment
- Students as Learners
- Teacher Professionalism
- Communication Techniques

The Praxis II *Middle School English Language Arts (0049)* is a two-hour constructed-response and multiple choice item test. The two constructed-response items cover textual interpretation and teaching reading/writing. There are 90 multiple choice items covering the following content areas:

- Reading and Literature Study
- Language Study
- Composition and Rhetoric.

The Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)* is a two-hour 120 question multiple choice item test that includes the following content categories:

- Literature Reading/Language Arts
- Language and Linguistics
- Composition and Rhetoric

The Praxis II *English Language, Literature, & Composition: Essays (0042)* is a two-hour test consisting of four essay questions covering the following content categories:

- Interpreting Literature: Poetry
- Interpreting Literature: Prose
- Issues in English: Understanding Literary Issues
- Issues in English: Literary Issues and Literary Texts

Alternative Actions:

1. Accept the Illinois Certification Testing System (ICTS) tests *103 Assessment Professional Teaching (APT): 6-12* and *111 English Language Arts* in lieu of the Praxis II tests:

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- *Principles of Learning and Teaching: Grades 5-9 (0523)* and/or
 - *Principles of Learning and Teaching (PLT): Grades 7-12 (0524)*
 - *English Language, Literature, and Composition: Content Knowledge (0041)*
- but not in lieu of the Praxis II tests:
- *Middle School English Language Arts (0049)*
 - *English Language, Literature, &Composition: Essays (0042).*

2. Do not accept the Illinois Certification Testing System (ICTS) tests *103Assessment of Professional Teaching (APT): 6-12* and *111 English Language Arts* in lieu of the Praxis II tests:

- *Principles of Learning and Teaching: Grades 5-9 (0523)*
- *Principles of Learning and Teaching (PLT): Grades 7-12 (0524)*
- *Middle School English Language Arts (0049)*
- *English Language, Literature, and Composition: Content Knowledge (0041)*
- *English Language, Literature, &Composition: Essays (0042).*

Staff Recommendation:

Alternative Action 1

Rationale:

The *ICTS 103 APT* is designed to assess a prospective teacher's pedagogical knowledge. The test includes categories that are nearly identical to the Praxis II (0523), as well as additional subcategories. Therefore, it appears that the pedagogical constructs equal or exceed those within the Praxis II (0523).

The *ICTS 111 English Language Arts* does not include the same question format as the Praxis II (0049). The *ICTS 111 English Language Arts* is a multiple choice item test. Praxis II (0049) includes both multiple choice and constructed-response items. The constructed-response items assess the examinee's ability to apply critical thinking skills to situations that a teacher is likely to encounter in teaching middle school English/language arts. As a multiple choice item test, the *ICTS 111 English Language Arts* does not assess the same depth of knowledge as the Praxis II (0049) nor does it provide the prospective teacher with the opportunity to demonstrate the same application skills.

Contact Person:

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Executive Director

Date:

November 17, 2008

16 KAR 6:010. Written examination prerequisites for teacher certification.

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

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

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

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

Section 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) An applicant for elementary certification shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take the middle school content test or tests based on the applicant's content area or areas with passing scores as identified in this subsection:

(a) Middle School Mathematics (0069) - 148;

(b) Middle School Science (0439) - 139;

(c) Middle School English Language Arts (0049) - 157; or

(d) Middle School Social Studies (0089) - 149.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test or test based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

(a) Communication disorders:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation (0321) - 146;

b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

c. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

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(d) Hearing impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
3. One (1) of the following tests with a passing score of "Intermediate Level":
 - a. Sign Communication Proficiency Interview (SCPI); or
 - b. Educational Sign Skills Evaluation (ESSE); and

(f) Visually impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the content test or tests corresponding to the applicant's content area or areas with the passing scores identified in this subsection:

(a) Biology: Content Knowledge (0235) - 146;

(b) Chemistry: Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and

2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and

2. Social Studies: Interpretation of Materials (0083) - 159;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and

2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics: Content Knowledge (0265) - 133; and

(g) Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following content area or areas shall take the content test or tests with the passing scores as identified in this subsection.

(a) Art:

1. Art Content Knowledge (0133) - 158; and

2. Art Making (0131) - 154;

(b) French: French: Content Knowledge (0173) - 159;

(c) German: German: Content Knowledge (0181) - 157;

(d) Health: Health Education (0550) - 630;

(e) Latin: Latin (0600) - 700;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(g) Vocal music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(h) Instrumental music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

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- (i) Physical education:
 - 1. Physical Education: Content Knowledge (0091) - 147; and
 - 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
 - (j) Spanish: Spanish: Content Knowledge (0191) - 160;
 - (k) School Media Librarian: Library Media Specialist (0310) - 640; or
 - (l) School Psychologist: NTE Specialty Area Examination - 630.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the content test or tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
 - (b) Business and Marketing Education - Business Education (0100) -590;
 - (c) Family and Consumer Sciences (0120) - 600;
 - (d) Technology Education - Technology Education (0050) - 600; or
 - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following content area or areas shall take the content test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
 - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
 - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following content area or areas shall take the content test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
 - (b) Learning and Behavior Disorders, grades 8-12: Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the content area test or tests established in Section 2 of this administrative regulation, the pedagogy tests and passing scores identified in this section shall be required for each new teacher applicant. If an individual is seeking additional certification in any area, the applicant shall only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The content area test or tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a content area (e.g., art, music, etc.) shall take either:

- (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Requirements for Rank II

Applicable Statute or Regulation:

16 KAR 8:020, Section 1

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

Issue:

Should the Education Professional Standards Board (EPSB) accept a Masters in Education in Postsecondary and Adult Education Specialization to satisfy the requirements as an acceptable graduate program for Rank II?

Background:

Ms. Jamie England holds a statement of eligibility for Teaching in the Elementary School, Grades P-5, effective July 1, 2008. Ms. England is requesting a waiver by the EPSB to allow her Masters in Education in Postsecondary and Adult Education Specialization to be used for Rank II status. In accordance with 16 KAR 8:020, Section 1, an acceptable graduate degree for rank change must enhance current certification; add another area of specialization to current qualifications; or advance qualifications to administration.

A copy of Ms. England's letter of rationale and a transcript showing the course work completed in this degree area are under separate cover.

Alternative Actions:

1. Approve the waiver request
2. Deny the waiver request

Contact Person:

Mr. Michael C. Carr, Director
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Executive Director

Date:

November 17, 2008

Agenda Book

16 KAR 8:020. Planned Fifth-year Program.

RELATES TO: KRS 157.390(1)(a), (b), 161.020, 161.028(1)(a), (c), (k), 161.030(1), (2)

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), (k), 161.030(1), (2)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a), (c), (k) and 161.030(1), (2) vests authority for the issuance and renewal of certification for all school personnel in the Education Professional Standards Board. This administrative regulation establishes the standards for the Fifth-year Program for certificate renewal.

Section 1. (1) The standards required for the renewal of a teaching certificate shall require completion of:

(a) The continuing education alternative plan as defined in 16 KAR 8:030; or

(b) Plan I or Plan II described in this administrative regulation and in keeping with one (1) or more of the following purposes:

1. To improve the professional competency for the position covered by the initial teaching certificate;
2. To extend the scope of professional competency to a certification area not covered by the initial certificate; or
3. To obtain preparation-certification required for professional advancement to a higher position.

(2) Upon application by the candidate, the teacher education institution shall verify the completion of the Fifth-year Program to the Division of Certification.

Section 2. (1) Plan I Fifth-year Program shall require the completion of a master's degree from a college or university which meets the standards established by the Education Professional Standards Board in KAR Title 16:

(a) In a professional education specialty for which certification is issued;

(b) In an academic subject for which teacher certification is issued; or

(c) In professional education with emphasis in an academic subject for which certification is issued.

(2) The master's degree shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a particular professional education specialty.

Section 3. Plan II Fifth-year Program shall require thirty-two (32) semester hours of graduate level coursework earned beyond the bachelor's degree and the four (4) year program of teacher preparation in accordance with the following guidelines:

(1) The Fifth-year Program shall be planned individually with each candidate by a teacher education institution approved for offering graduate programs of teacher preparation.

(2) The Fifth-year Program shall be a major component of the candidate's professional growth plan and shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a professional education specialty.

(3) The Fifth-year Program shall relate to the initial classroom teaching certificate or to an additional classroom teaching certificate.

(4) The grade point standing for the thirty-two (32) semester hour program shall not be less than is required at the planning institution for a teacher education graduate.

(5) Professional development in lieu of up to twelve (12) semester hours of the college credit shall be approved as part of Plan II Fifth-year Program if requested by the applicant using the following guidelines:

(a) Twenty-four (24) clock hours of professional development shall equal one (1) semester hour;

(b) The candidate shall seek and obtain prior approval of the institution for the professional development activities;

(c) The application for approval shall identify the specific professional development activities, and the action plan to achieve one (1) or more goals of the professional growth plan identified in subsection (2) of this section;

(d) Upon completion of the professional development activities, the candidate shall submit to the institution a report of the activities which shall include an evaluation of the experiences and a follow-up plan for implementing the professional development; and

(e) The institution shall keep a record of the professional development completed by each candidate for the Fifth-year Program.

Section 4. New Teacher Standards. An approved preparation program for initial certification to be completed at the master's degree level shall be consistent with the new teacher standards as established in 16 KAR 1:010. (21 Ky.R. 3100; eff. 8-3-95; Am. 24 Ky.R. 1944; 2369; eff. 5-18-98; 26 Ky.R. 437; 745; eff. 10-11-99; recodified from 704 KAR 20:021, 7-2-2002.)

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Waiver of the Cooperating Teacher Eligibility Requirement

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.042
16 KAR 5:040, Section 2(b and c)

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 grant a waiver for 16 KAR 5:040, Section 2 (d)?

Background:

KRS 161.042 stipulates that the EPSB shall promulgate administrative regulations relating to student teachers, including the qualifications for supervising teachers. KRS 161.028 (1) (r) provides that the EPSB may waive an established regulation promulgated by the board.

16 KAR 5:040 provides regulatory guidance for the admission, placement, and supervision of student teachers.

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

During past discussions with staff regarding 16 KAR 5:040, Section 2 (d) the board has expressed interest in providing waivers for cooperating teachers who meet all of the qualification criteria of 16 KAR 161.042, Section 2, except item (d) having “Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.”

In an effort to use board time efficiently, the staff recommends a waiver for cooperating teachers who do not meet 16 KAR 5:040, Section 2 (d) until such a time as the board can amend the regulation.

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Alternative Actions:

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

Contact Person:

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Executive Director

Date:

November 17, 2008

Agenda Book

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate 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...

