

EPSB Meeting Agenda¹
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
May 14, 2007

Sunday, May 13, 2007

- 4:00 PM – 6:00 PM** Budget and Legislative Workshop
EPSB, Conference Room B
- 6:15 PM – 8:00 PM** Informal Board Dinner at Johnny Carino's (Franklin Square,
Frankfort, KY)
NO BUSINESS WILL BE CONDUCTED

Monday, May 14, 2007

- 9:00 AM EDT** **Call to Order**
[Approval of March 19, 2007 Minutes](#) (Pages 1-14)

Open Speak

Report of the Executive Director

- A. Report from the Kentucky Department of Education
(Mr. Steve Schenck)
- B. Report from the Council on Postsecondary Education
(Dr. Jim Applegate)

Report of the Chair

- A. Continuing Education Option (CEO) Advisory Council
Reappointments and New Appointments
- B. Kentucky Advisory Council on Internships (KACI) New
Appointment and Replacement
- C. Appointment of the committee to review the accountability of
educator preparation programs

Committee Reports

Information/Discussion Item

- A. [16 KAR 8:030. Continuing Education Option for Certificate Renewal
and Rank Change, Notice of Intent](#) (Ms. Cindy Owen) **(Pages 15-28)**
- B. [Awarded Contracts](#) (Mr. Gary Freeland) **(Pages 29-30)**
- C. [Brescia University Report on Areas for Improvement](#)
(Dr. Marilyn Troupe) **(Pages 31-42)**

NOTE: All agenda items may be accessed on the EPSB Web site at: <http://kyepsb.net/boardinfo/meetingagendas.asp>.

Action Items

- A. [Final Report for the Master’s Redesign from the Kentucky Teacher Standards Committee and the Program Approval Guidelines Committee](#) (Dr. Troupe) (Pages 43-46)
- B. [Alternative Route to Certification Proposal: Western Kentucky University, Superintendent- All Grades, Option 6](#) (Dr. Troupe) (Pages 47-58)
- C. [Interdisciplinary Early Childhood Education \(IECE\) Advanced Level Program Approval for Rank II \(Degree and Non-Degree\) and Rank I Options: University of Kentucky](#) (Dr. Troupe) (Pages 59-62)
- D. [Educator Preparation Program Quality Measurement Committee Charter and Appointment](#) (Dr. Troupe) (Pages 63-68)
- E. [EPSB Meeting Schedule](#) (Ms. Ashley Abshire) (Pages 69-70)
- F. [16 KAR 7:010. Kentucky Teacher Internship Program \(KTIP\) Appeal, Ms. Melissa Russell](#) (Ms. Alicia Sneed, Ms. Cindy Owen) (Pages 71-72)

Waivers

- A. [16 KAR 6:010. Request to Waive Written Examination Prerequisites for Teacher Certification, Ms. Mary Lou Betts](#) (Ms. Cindy Owen) (Pages 73-80)
- B. [16 KAR 7:020. Request to Waive the Kentucky Principal Internship Program, Mr. Terry Birdsong](#) (Ms. Cindy Owen) (Pages 81-90)
- C. [16 KAR 2:010. Request to Waive 6 New Graduate Hours for the Renewal of a Certificate, Ms. Nevia Springer](#) (Mr. Mike Carr) (Pages 91-94)
- D. [16 KAR 4:020. Certification requirements for teachers of exceptional children](#) (Mr. Mike Carr) (Pages 95-98)

Board Comments

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

Certification Review and Revocation: Pending Litigation Review

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

Adjournment

Next Regular Meeting:
June 18, 2007
Marriott Louisville East
Louisville, KY

Agenda Book

The actions delineated below were taken in open session of the EPSB at the March 19, 2007 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
March 19, 2007**

Members Present:

Lonnie Anderson
Jim Cibulka
Lydia Coffey
Frank Cheatham
Michael Dailey (for Kevin Noland)
John DeAtley (for Tom Layzell)
Sam Evans
Jennifer Forgy
Rebecca Goss
Kent Juett
Rita Presley
Zenaida Smith
Tom Stull
Lorraine Williams
Cynthia York

Members Absent:

Kristin Gregory

Call to Order

Chairman Tom Stull convened the meeting at 9:10 am EDT.

Amendment of the March 19, 2007 Agenda

Motion made by Dr. Frank Cheatham, seconded by Dr. Sam Evans, to amend the agenda to add Action Item, Waiver D: 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Sam Evans on behalf of Ms. Pat Buchanan and Action Item G: 16 KAR 5:010. Thomas More College, Alternative Route to Certification (Option 6) Proposal for Master of Arts in Teaching Middle and Secondary Grades.

Vote: *Unanimous*

Open Speak

Dr. Pat Franklin, Kentucky Director of Graduate Studies at Indiana Wesleyan University (IWU), read a letter signed by IWU representatives regarding their desire to comply with the Education Professional Standards Board's (EPSB) directives and to continue to work cooperatively with the EPSB to provide quality academic offerings for Kentucky school educators. They also requested a meeting with EPSB staff.

Approval of January 22, 2007 Minutes

Motion made by Ms. Lydia Coffey, seconded by Ms. Lorraine Williams, to approve the minutes of the January 22, 2007 meeting.

Vote: *Unanimous*

Report of the Executive Director

Report from the Kentucky Department of Education (KDE)

There was no report from the KDE.

Report from the Council on Postsecondary Education (CPE)

Mr. John DeAtley reported on the CPE's work with the University of Kentucky on the Value- Added Assessment model which links teachers to educator preparation programs. A value-added conference is scheduled at Spindletop in Lexington, Kentucky on June 15.

Mr. DeAtley further informed the board that the CPE has released a Request for Proposals (RFP) for the Kentucky Principals' Academy due April 30th; collaborative proposals will be accepted. In May the CPE plans to hire an executive director for the Kentucky Principals' Academy. A cohort is expected to begin during the summer of 2008.

Legislative Update

Ms. Alicia Sneed updated the board on recent legislative actions taken during the 2007 Session. All of the new EPSB board members—Frank Cheatham, Jennifer Forgy, Rebecca Goss, Zenaida Smith, and Cynthia York—have been confirmed in both the House and the Senate. The House Concurrent Resolutions were signed by the Governor on March 16, 2007.

Senate Bill 1 and Senate Bill 2 have been added to House Bill 5 (deemed the energy bill) sponsored by Representative Harry Moberly. SB1 will give Advanced Placement students monetary gain. SB2 will use Praxis scores to increase the base salaries for math and science teachers. Ms. Sneed stated that she believes both bills are dead but may be seen in future legislative sessions.

House Bill 101, which would have made it mandatory for teachers to take a one-hour civics course and a three-hour literacy course, died in the Education Committee. A work session before the May meeting will provide board members with in-depth legislative updates.

Committee Reports

Report of the Committee to Develop the EPSB Retreat Agenda

Vice Chairman Jim Cibulka distributed copies of the draft June retreat agenda to the board. He reported that the committee preferred fewer topics in more depth than in previous summer retreats to allow sufficient time to develop strategies on key board issues. The committee requested that Barnett Berry, President of the Center for Teaching Quality, serve as guest speaker on Friday evening of the retreat to set the focus of the meeting.

2007-017

Motion made by Chairman Tom Stull to approve the retreat agenda.

Vote: *Unanimous*

Information/Discussion Item

Awarded Contracts

Deputy Director Gary Freeland reported on the details of two contracts awarded by the EPSB. The EPSB entered into a contract with the Louisville East Marriott for \$9,040.00 and amended a contract with Bob Pace to increase his travel to \$3,500.00.

Action Items

Approval of Contract Proposals

Mr. Freeland asked the board to clarify the board policy on approval of contracts. As fiscal and purchasing officer for the agency, Mr. Freeland asked the board if he could enter into routine purchase orders for supplies and services needed to run the agency. The board agreed that its policy allows for Mr. Freeland to enter into routine contracts that do not require the executive director's signature.

Mr. Freeland reported on seven contracts that require approval from the board. He expects the agency to exceed funds that have been appropriated this fiscal year and intends to ask the Governor's Office of Planning and Management for additional funding. KTIP payments may be delayed until July if the agency does not receive additional funds. If the EPSB is unsuccessful in receiving more funding, the next fiscal year payments will be affected more so than the current fiscal year. Mr. Freeland also reported on the audit of the Teacher Quality Enhancement Grant (TQEG) which was conducted in late February at a cost to the agency of \$17,000.00.

2007-018

Motion made by Dr. Jim Cibulka, seconded by Mr. Kent Juett, to authorize the executive director to enter into the contracts.

Vote: *14-Yes*

1- Recuse (Dr. Sam Evans on items 3 & 4 outlined in the March Agenda Book)

16 KAR 1:030. Procedures for certificate revocation, suspension, voluntary surrender, reinstatement and reissuance, and application denial, Final Action

2007-019

Motion made by Ms. Coffey, seconded by Ms. Lorraine Williams, to approve the amendments to 16 KAR 1:030.

Vote: *Unanimous*

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16 KAR 9:080. University Based Alternative Certification Program, Final Action

This new regulation provides more guidance in the issuance of temporary provisional certificates for alternative certification candidates in teaching and school administration. Mr. Michael Carr informed the board that minor wording changes were made as requested during the January EPSB meeting.

Ms. Zenaida Smith asked that the regulation include a statement that the observer provides hands-on assistance during the required 15 hours of observation. Discussion ensued. The board concluded that the wording does not need to be changed.

2007-020

Motion made by Dr. Evans, seconded by Ms. Coffey, to approve the proposed regulation.

Vote: *Unanimous*

Plan Pertaining to the December 20 and May 1 Deadlines for Resource Teacher Timesheets in 16 KAR 7:010

2007-021

Motion made by Ms. Coffey, seconded by Ms. Rita Presley, to waive the December 20 and May 1 deadlines for Resource Teacher Timesheets in 16 KAR 7:010 until the regulation is brought to the board with the dates deleted.

Vote: *Unanimous*

Brescia University Accreditation with Conditions Report

In May of 2006, Brescia was accredited with conditions which included a requirement to write a report addressing Standard 6 to be submitted to the EPSB within six (6) months. This report was submitted to the Accreditation Audit Committee (AAC), and the AAC brought its recommendation to the EPSB.

2007-022

Issue One: *Motion made by Mr. Juett, seconded by Dr. Cheatham, to accept the recommendation of the AAC to remove the two identified areas for improvement and continue the other two areas for improvement.*

Vote: *Unanimous*

Dr. Evans expressed his concern about Sr. Sharon's workload. Sr. Sharon explained to the board that her work is her ministry, and the expectation of pay and workload may be different for others. Because of a decline in nuns serving the university, Brescia is moving toward more remuneration and a lighter workload in an effort to attract secular faculty members.

2007-023

Issue Two: *Motion made by Ms. Coffey, seconded by Mr. Lonnie Anderson, to accept the recommendation of the Accreditation Audit Committee (AAC) and grant continuing accreditation for Brescia University.*

Vote: *Unanimous*

Program Approvals

Thomas More College: Masters of Arts in Teaching

Dr. Troupe introduced Dr. Beth Penn, Dr. Manish Sharma, Dr. Joyce Hamberg, and Dr. Bradley Bielski of Thomas More College. Ms. Zenaida Smith stated that she was pleased to see the face-to-face course offerings in the executive summary.

By the fall of 2007, Thomas More College representatives expect to enroll 10-15 students, with an outer limit of 20 students in the future. There are currently five (5) full-time faculty and as the number of students increase, full-time faculty will be added. Ms. Lorraine Williams posed a question to the board regarding what kinds of criteria may be put in place to ensure that faculty across all institutions meet best practices standards.

2007-024

Motion made by Dr. Cheatham, seconded by Ms. Cynthia York, to approve the proposed educator preparation program addition.

Vote: *14- Yes*
1- Recuse (Kent Juett)

16 KAR 5.010. Thomas More College, Alternative Route to Certification (Option 6)
Proposal for Master of Arts in Teaching Middle and Secondary Grades

A representative of Thomas More College stated that to help support teachers in the alternative route to certification, a small cohort will meet weekly with a professor. One-on-one mentoring will be key to this program.

2007-025

Motion made by Ms. Coffey, seconded by Dr. Cibulka, to approve the alternative route to certification proposal.

Vote: *14- Yes*
1- Recuse (Kent Juett)

Morehead State University

2007-026

Motion made by Ms. Coffey, seconded by Ms. Jennifer Forgy, to approve the proposed educator preparation program additions –8.0 Endorsements (Instructional Computer

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Technology) and 9.0 Continuing Education (Master of Arts in Education with ICT Endorsement and Planned Program for Rank 1 with ICT Endorsement).

Vote: 14 – Yes

1 – Recuse (Zenaida Smith)

16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Kathryn Akural on behalf of Ms. Teresa Griffin

2007-027

Motion made by Ms. Coffey, seconded by Ms. Forgy, to approve the waiver request.

Vote: Unanimous

16 KAR 6:010. Request to Waive Written Examination Prerequisites for Teacher Certification, Mr. Aaron Halbert, Ms. Deborah Lewis, and Ms. Hannah Brooks

Mr. Aaron Halbert, Issue 1:

2007-028

Motion made by Mr. Anderson, seconded by Ms. Forgy, to deny the waiver request.

Vote: Unanimous

Ms. Deborah Lewis, Issue 2:

2007-029

Expressing regret over the confusion resulting from changed test requirements, board members noted a desire to better communicate such changes. Ms. Rice shared that she and Ms. Cindy Owen have communicated with ETS the need to provide a conspicuous link to the state requirements page throughout the registration pages. After further comment from the board, Ms. Rice suggested the possibility of adding a statement to the score reports which would direct unsuccessful examinees to their state website for current requirements prior to re-registering for a test. EPSB staff will provide the board with information about ETS action regarding this issue.

2007-030

Motion by Ms. Coffey, seconded by Ms. Williams, to deny the waiver request.

Vote: Unanimous

Ms. Hannah Brooks, Issue 3:

2007-031

Motion made by Mr. Anderson, seconded by Ms. Coffey, to accept New York tests 001 Liberal Arts and Science and 002 Multi-Subject in place of Elementary Education: Content Knowledge (0014), but do not accept New York's 090 Assessment of Teaching Skills (ATS-W)-Written-Elementary in place of Kentucky's Principles of Learning and Teaching (0522)

Vote: Unanimous

16 KAR 4:020. Exceptional Children Teacher Assignment Waivers

2007-032

Motion made by Dr. Cheatham, seconded by Dr. Cibulka, to approve the exceptional children teacher assignment waivers.

Vote: *Unanimous*

16 KAR 5:040. Waiver of the Cooperating Teacher Eligibility Requirements, Dr. Sam Evans on behalf of Ms. Pat Bohannon.

2007-033

Motion made by Ms. Lorraine Williams, seconded by Dr. Cibulka, to approve the waiver request.

Vote: *14-Yes*
1- Recuse (Sam Evans)

Ms. Jorja Kremer, Middle School Science, Grades 5-9

2007-034

Motion made by Dr. Cibulka, seconded by Mr. Juett, to approve the alternative route to certification application.

Vote: *Unanimous*

Board Comments

There were no board comments.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
March 19, 2007**

Motion made by Ms. Zenaida Smith, seconded by Ms. Rita Presley, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1)(c)&(j).

Vote: *Unanimous*

Motion made by Mr. Lonnie Anderson, seconded by Dr. Frank Cheatham, to return to open session.

Vote: *Unanimous*

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

Tom Stull, Zenaida Smith, Sam Evans, Lorraine Williams, Jennifer Forgy, Cynthia York, Lydia Coffey, Rebecca Goss, Frank Cheatham, Rita Presley, Kent Juett, Lonnie Anderson, Jim Cibulka, and Michael Dailey.

Attorneys present were Alicia A. Sneed and Diane Fleming.

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
06-12287	Hear
06-12305	Hear
06-12303	Hear
07-0104	Hear
06-12282	Hear
07-0102	Admonish
06-12301	Hear
06-11277	Defer
06-12290	Hear
06-12299	Admonish
06-12284	Hear
06-11267	Hear
06-12298	Hear
06-12297	Admonish
06-12292	Dismiss Without Prejudice
06-12281	Hear

<u>Case Number</u>	<u>Decision</u>
06-12306	Hear
06-12302	Hear
06-12307	Dismiss without prejudice
06-12313	Hear
06-12315	Admonish
06-12311	Admonish
06-11279	Hear (<i>Ms. Forgy, Mr. Juett dissented</i>)
06-12316	Hear (<i>Ms. Smith, recused</i>)
07-0115	Hear
06-12312	Hear
06-12283	Hear
06-11256	Hear
07-0103	Hear
06-10253	Hear
06-12314	Hear
06-12285	Hear
06-11280	Hear
06-11260	Hear
06-12286	Hear
06-12288	Hear
06-12308	Hear
06-12289	Hear
06-12309	Hear
06-12291	Admonish
06-12295	Hear
06-12300	Hear

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06-11270	Hear
06-12293	Dismiss Without Prejudice
06-0347	Dismiss Without Prejudice
05-05101	Hear
06-06173	Dismiss Without Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
06-247	Approve
07-010	Approve
07-012	Approve
07-014	Approve
07-016	Approve
07-017	Approve
07-018	Approve
07-020	Approve
07-021	Approve

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
07-019	Approve
07-015	Approve
07-022	Approve
07-023	Approve
06-209	Approve
07-024	Approve
07-013	Approve
07-025	Approve
07-026	Approve
07-027	Approve
07-028	Approve
07-029	Approve
07-030	Approve
07-031	Approve
07-032	Approve
07-033	Approve
07-034	Approve
07-035	Approve

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Agreed Orders

Case Number

Decision

04-12158

(Kimberly Helm)

Accept agreed order revoking Respondent's certificate, including all specializations and endorsements, for a period of twelve (12) years beginning January 1, 2005. In addition, Respondent is denied issuance of Provisional Certificate for Instructional Leadership – Principal, Grades K-12, Level 2 for a period of twenty (20) years from the date this order is approved by the Board. Re-issuance of Respondent's certificate or issuance of a principal's certificate at the conclusion of the twelve (12) year period is expressly conditioned upon Respondent providing written evidence to the Board that she has complied with the following:

Respondent shall not have any future criminal convictions. Upon reapplication, Respondent shall submit an official report of her state and federal criminal history to the Board. Any expense for the criminal history shall be paid by Respondent.

Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and alcohol use prevention as approved by the Board. Any expense for the professional development/training shall be paid by Respondent. 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. Failure to do so shall result in further disciplinary action by the Board.

Vote: *Unanimous*

- 05-0611 (Penelope French) Accept agreed order revoking Respondent's certificate for a period of five (5) years beginning from March 10, 2005. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. If the period of Respondent's diversion is shortened by the Circuit Court, Respondent may petition the Board to consider shortening the revocation period.
Upon re-application, Respondent will supply a report from a licensed psychiatrist/psychologist in the area of substance abuse counseling that she has been evaluated and complied with all treatment recommendations of that substance abuse counselor. Any expense for said evaluation shall be born by the Respondent. Failure to comply with this provision of the Agreed Order will result in respondent's re-application being denied. Respondent will also be required to submit random drug testing upon reinstatement.

Vote: *Unanimous*

- 06-08215 (Joseph Briley) Accept agreed order revoking Respondent's certificate permanently upon acceptance of this order by the Board. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky at any time in the future.
Respondent agrees that he is ineligible to hold a teaching certificate and he is voluntarily, knowingly, and intelligently surrendering his certificate for cause. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky.

Vote: *Unanimous*

- 05-11215 (Richard Willis) Accept agreed order admonishing Respondent for his inappropriate actions with a student. The code of ethics for Kentucky certified personnel requires Respondent to maintain proper boundaries between himself and his students and his actions violate that duty. No further conduct of this nature will be tolerated by the Board.
Respondent must also provide proof that he has received twelve (12) hours of professional development in the area of proper boundaries between teacher and student by July 30, 2007. Respondent's certificate will automatically be suspended until such time that he has completed said training.

Vote: *Unanimous*

06-05103 (Gregory Threat) Accept agreed order revoking respondent's teaching certificate for a period of ten (10) years from the date of acceptance of this Order by the Board.
In addition to any education requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the ten (1) year revocation period is expressly conditioned upon Respondent providing written evidence to the Board, at the time of application, that he has complied with the following:
Respondent shall complete twelve (12) hours of professional development/training in the areas of sexual harassment, ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

06-0367 (Peter Howard) Accept agreed order revoking Respondent's certificate. Respondent shall immediately surrender the original and all copies of his certificate to the Board, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.
From the date of acceptance of this Order by the Board, Respondent shall neither apply or be issued a teaching certificate in the Commonwealth of Kentucky.

Vote: *Unanimous*

Findings of Fact, Conclusions of Law and Recommended Orders

<u>Case Number</u>	<u>Decision</u>
KT-06-002 (Karen Edwards)	Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order dismissing Respondent's KTIP appeal.

Vote: *Unanimous*

05-07119 (Danielle Brown) Adopt the Hearing Officer's Recommended Order of Dismissal finding that Respondent voluntarily withdrew her request for a hearing, and issue a Final Order finding the facts in the Notice of Hearing Statement of

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Charges to be true and permanently revoking Respondent's teaching certificate.

Vote: *Unanimous (Mr. Evans, recused)*

Motion made by Ms. Williams, seconded by Ms. Coffey, to instruct the Board Counsel to proceed in conferring with necessary agencies and investigating the appropriate actions the Board can take to ensure Indiana Wesleyan University complies with the Cease and Desist Affidavit and follows the proper channels for accreditation. The Agency shall notify all certified teachers of a) the Board's mission to establish and enforce rigorous professional standards for preparation and certification; b) the Board's action against IWU; c) the recommended next steps for the teachers; and d) the website of Kentucky approved accredited institutions.

Vote: *Unanimous*

Motion made by Mr. Cibulka, seconded by Ms. Goss, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 2:31 p.m.

Next Meeting: May 14, 2007

9:00 AM

EPSB Board Room

Frankfort, Kentucky

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Information/Discussion Item A

Information/Discussion Item:

16 KAR 8:030. Continuing Education Option for Certificate Renewal and Rank Change,
Notice of Intent

Applicable Statute or Regulation:

KRS 161.095
KRS 161.028(1)(f)
KRS 161.030
KRS 161.028(1)(q)
KRS 161.1211
16 KAR 2:010

Applicable Goals:

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

Background:

In 1996 the General Assembly directed the Education Professional Standards Board to promulgate administrative regulations to establish the Continuing Education Option (CEO) allowing a teacher to maintain his or her certificate by completing meaningful continuing education, including university courses, an advanced degree, or a combination of university courses, field-based experience, individual research, and approved professional development. The CEO program was ordered through this statute to become effective January 1, 1998. 16 KAR 8:030 was adopted by the Board and became effective May 18, 1998.

The CEO program is structured so that EPSB contracts with educational cooperatives or local school districts across the state to be seminar sponsors that employ coaches who coach a group or cohort of CEO teachers (i.e., candidates) through the program to earn a Rank I or Rank II. Currently, there are ten seminar sponsors (5 educational cooperatives and 5 local school districts) that have employed 23 coaches who coach 38 cohorts made up of 697 CEO candidates. While candidate historical data are not available, we believe these numbers to be increasing because the number of teachers who have earned a rank change through the CEO program in the last seven years (1999 to 2006) is 329.

For the past 18 months, suggestions for changes from seminar sponsors, coaches, and CEO candidates have been noted and discussed and are now being presented to the Board for consideration. All of the suggested changes have been reviewed by all coaches and the CEO Advisory Council. The information below describes the proposed changes and rationale.

Clarifications

Based on questions received, clarifications are offered throughout the regulation on:

- Who can participate in CEO
- In what order a teacher can earn a rank change (i.e., Rank II, Rank I)
- Steps for successful completion of CEO
- Specifications for seminar sponsors, seminars, and coaches
- Procedures for the 1st 5-year renewal
- Procedures for the 2nd 5-year renewal
- Definition of the 4 Phases of CEO

Certificate Extension

The case has been made for teachers who begin CEO but, for whatever reason, not in time to complete at least Phase One before their certificates expire. So, it has been requested to allow a candidate’s certificate to be extended one time for one year immediately following the expiration date if the candidate successfully completes at least one-third (1/3) of Phase One, which is defined as the completion of the goals and objectives of the online module as approved by the coach. The superintendent must also approve extending the certificate for one year. The remainder of the phases would then have to be completed within a one (1) year period.

Scoring Procedures

To strengthen the scoring process, a third level of scoring has been added for portfolios deemed to be unsuccessful. This decreases the chance that portfolios scored as unsuccessful are done based on bias or limited review.

Program Cost

Since the inception of CEO, costs associated with services have increased. These costs include online and face-to-face orientations, revision and maintenance of online modules, and scoring costs. EPSB does not receive state funding for CEO so the only financial support for the program is the money generated from the program itself. Therefore, it is being proposed that the program fees be increased as shown below. In addition, a fee increase of \$50 per standard is proposed for portfolios resubmitted for subsequent scorings.

Component	Current Cost	Proposed Cost
Online module	\$150	\$200
Seminar sponsor	\$600	\$700
Scoring	\$1200	\$1500
Total	\$1950	\$2400

HOLD Provision

CEO is designed to be completed in a designated amount of time. Sometimes life events occur that make it impossible for teachers to complete the program within a particular time frame. Regulatory language is proposed that in the event of extenuating circumstances in which a CEO candidate cannot complete the program within the time frame established, the candidate may submit a written request to EPSB staff to place his or her program on hold.

The request must include the reason for placing the program on hold and the date the candidate plans to return to the program. Upon approval and time of return, arrangements would be made for the candidate to be provided coaching services for the amount of time the candidate's program was on hold. Under no circumstances would the timeline exceed the maximum time allowed for required program completion, excluding the time the program is on hold.

Time Frame for Completion

Currently, candidates have from 12 months to 4 years to complete the CEO program. While this seems to provide a benefit to teachers, it results in two unintended consequences. One is that it allows so much time that it affords the opportunity for teachers to get lost in the process and experience difficulty finding their way back to a project they may have abandoned. In some cases, teachers who took time off from the program found when they returned that their original coach was no longer coaching and they had to begin again with someone new. So, it was like starting over. The second unintended consequence is that it allows teachers to build a job-embedded Professional Development Plan in Phase One based on their school's needs and then perhaps several years later try to implement and show results in an environment that may not have those needs.

To support teachers who choose CEO as a rank change option, a timeline is being proposed that changes the maximum amount of time to complete the CEO program from 4 years to 2 years. It is believed that a 2-year maximum, partnered with a *HOLD* Provision, will better support teachers in their efforts to complete the program.

Contact Person:

Ms. Cindy Owen, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: cindy.owen@ky.gov

Executive Director

Date:

May 14, 2007

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 3 16 KAR 8:030. Continuing E[e]ducation O[ø]ption for certificate renewal and rank change.
 4 RELATES TO: KRS 161.020, 161.028, 161.030, 161.095, 161.1211
 5 STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), (q), 161.030(1), 161.095,
 6 161.1211
 7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.095 requires the Education
 8 Professional Standards Board to promulgate an administrative regulation establishing
 9 procedures for a teacher to maintain a certificate by successfully completing meaningful
 10 continuing education. KRS 161.028(1)(f), and 161.030 vest authority for the issuance and
 11 renewal of certification for all professional school personnel in the board, and KRS
 12 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211
 13 establishes certificate ranks and requires the board to issue rank classifications. This
 14 administrative regulation establishes the procedures for the C[e]ontinuing E[e]ducation
 15 O[ø]ption for certificate renewal and rank change.
 16 Section 1. (1) A Continuing Education Option candidate is a person who
 17 (a) holds a professional teaching certificate as established in 16 KAR 2:010;
 18 (b) is employed at least 15 hours per week and plans, delivers, and assesses content
 19 instruction in a Kentucky public school or a nonpublic school accredited by a state or
 20 national accrediting agency; and
 21 (c) makes application with a seminar sponsor or Education Professional Standards Board.
 22 (2) A candidate must achieve Rank III before obtaining Rank II.
 23 (3) A candidate must achieve Rank II before obtaining Rank I.
 24 Section 2[+]. (1)Procedures for the first five (5) year[and second] renewal of the professional
 25 teaching certificate established in 16 KAR 2:010 shall require completion of:
 26 (a [+]) Fifteen (15) hours toward a master’s degree of a planned fifth-year program
 27 established in 16 KAR 8:020; or
 28 (b) Phase One of t[+T]he C[e]ontinuing E[e]ducation O[ø]ption established in this
 29 administrative regulation.[;-ø]
 30 (2) Procedures for the second five (5) year renewal of the professional teaching certificate
 31 established in 16 KAR 2:010 shall require completion of:
 32 (a) a master’s degree or a[A] planned fifth-year program; or[established in 16 KAR 8:020.]
 33 (b) The Continuing Education Option.
 34 Section 3[2]. The C[e]ontinuing E[e]ducation O[ø]ption shall consist of four (4) phases:

1 (1) Phase One: Building a ~~[plan for]~~ job-embedded P[ro]fessional D[e]velopment Plan and
2 completion of the on[-]line module, described in Section 4(4)(a)[3(2)(e)] of this
3 administrative regulation;

4 (2) Phase Two: Content Readings~~[exploration]~~ and R[es]earch;

5 (3) Phase Three: Classroom Implementation and Student~~[instruction and a]~~ Assessment; and

6 (4) Phase Four: Professional L[e]adership~~[and publication].~~

7 Section 4[3]. (1) To successfully complete the Continuing Education Option a candidate~~[A~~
8 teacher who chooses the continuing education option for certificate renewal and rank change]
9 shall:

10 (a) Attend a program orientation ~~approved~~[meeting, conducted] by the Education Professional
11 Standards Board, or complete the online equivalent, ~~[or its designee,]~~ prior to
12 application~~[applying for this program; and];~~

13 (b) Make application with the seminar sponsor or Education Professional Standards Board
14 staff;

15 (c) Attend training on the technical platform used for delivery of web-based instruction
16 approved by the Education Professional Standards Board; and

17 (d) Successfully complete all four phases of the program~~[a seminar on how to build a plan for~~
18 the job-embedded professional development].

19 (2)~~(a)~~ A professional teaching certificate as established in 16 KAR 2:010 may be extended
20 one time for one year immediately following the expiration date if the candidate successfully
21 completes at least one-third (1/3) of Phase One, which is defined as the completion of goals
22 and objectives of the online module as approved by the coach and the candidate has the
23 recommendation of the school superintendent. The remainder of the phases must be
24 completed within the one (1) year period~~[The seminar shall be approved by the Education~~
25 Professional Standards Board for this purpose].

26 (3)~~(b)~~ A seminar sponsor shall:

27 (a) Be a school district, group of districts, or any Kentucky postsecondary institution ~~[with an~~
28 accredited educator preparation program may] that makes application to the Education
29 Professional Standards Board for approval to provide coaching services to Continuing
30 Education Option candidates~~[sponsor a seminar].~~ The Education Professional Standards
31 Board may sponsor a seminar in any district or group of districts in which a seminar is not
32 otherwise offered.

- 1 (b) Provide copies of all enrolled candidates' applications to the Educational Professional
2 Standards Board.
- 3 ~~(4)(a)(e) The seminar shall be led by a continuing education option coach approved by the~~
4 ~~Education Professional Standards Board.~~
- 5 ~~(d) The seminar shall be a blend of:~~
6 ~~1. Web-based instruction; and~~
7 ~~2. Face-to-face cohort meetings.~~
- 8 ~~(e) The w} Web-based instruction shall be provided by the Education Professional Standards~~
9 ~~Board through an on[-]line module[at www.KyEducators.org].~~
- 10 (b) Seminars shall be led by a Continuing Education Option coach approved by the
11 Education Professional Standards Board to provide guidance to Continuing Education Option
12 candidates.
- 13 ~~(c)[f] 1. Seminars[The face-to-face cohort meetings] shall be offered at least two (2) times~~
14 ~~per month during the first 6 months beginning from the date of technical training as~~
15 ~~described in 4(1)(c)[plan-building seminar].~~
- 16 ~~2. Following the first 6 months,[completion of phase one (1) of the continuing education~~
17 ~~option, face-to-face] seminars[cohort meetings] shall continue on a monthly basis for a~~
18 ~~period of 12 consecutive months.~~
- 19 ~~3. Seminars shall be concluded at the end of 18 months; however coaching services shall be~~
20 ~~available to all Continuing Education Option candidates for a total of two (2) years.~~
- 21 ~~[(g) Completion of the first phase of the continuing education option allows the candidate to~~
22 ~~receive first renewal of the candidate's certificate beginning June 30, 2002.]~~
- 23 ~~(5)[3] Payments for the Online Module and Seminars [of seminar tuition].~~
- 24 ~~(a)[1-] Tuition for the on[-]line module provided by the Education Professional Standards~~
25 ~~Board shall be \$200[150]; and[2. The on-line module fee shall be] paid to the Education~~
26 ~~Professional Standards Board on or before the date of technical training[at the time of~~
27 ~~enrollment as indicated in the on-line enrollment application].~~
- 28 ~~(b)[1-] Tuition for[the cohort meetings] seminars shall be \$6700; and~~
29 ~~[2. The cohort meeting fee shall be] paid to the[approved] seminar sponsor.~~
- 30 ~~(c)1. All[Seminar tuition] payments shall be nonrefundable.~~
- 31 ~~2. A[cohort meeting fee] seminar tuition may be transferred to another seminar sponsor upon~~
32 ~~agreement between both sponsors.~~

- 1 (6[4]) An individual job-embedded professional development plan shall be designed by the
2 candidate[teacher] and shall:
- 3 (a) Focus on a professional growth need identified by the candidate[teacher] with
4 consideration given to the needs identified in the school's[consolidated] plan, student
5 assessment results, and community resources;
- 6 (b) Include goals correlated to each of the[ten (10) experienced] teacher standards established
7 in 16 KAR 1:010 and directly related to the candidate's[teacher's] individual professional
8 growth needs established in paragraph (a) of this subsection;
- 9 (c) Include a timeline in which the candidate shall successfully complete all phases of the
10 C[e]ontinuing E[e]ducation O[ption]. The timeline shall not:
- 11 1. Be less than twelve (12) months[;] and [
12 ~~2. Be~~] more than [four (4)] two (2) years from the time of technical training; and
- 13 (d) Be approved[reviewed] by the candidate's C[e]ontinuing E[e]ducation O[ption]
14 coach[for the seminar cohort].
- 15 (e) In the event of extenuating circumstances in which a Continuing Education Option
16 candidate cannot complete the program within the timeframe established in subsection (c) of
17 this section, the candidate may submit a written request to Education Professional Standards
18 Board staff to place his or her program on hold. The request shall include the reason for
19 placing the program on hold and the date the candidate plans to return to the program. Upon
20 approval and time of return, Educational Professional Standards Board staff shall make
21 arrangements for the candidate to be provided coaching services for the amount of time the
22 candidate's program was on hold. Under no circumstances shall the timeline for completing
23 the Continuing Education Option program exceed two (2) years, excluding the time the
24 program is on hold.
- 25 (7)[1-](a) The C[e]ontinuing E[e]ducation O[ption] coach shall:
- 26 1[~~a~~]. Be approved by the Education Professional Standards Board;
- 27 2. Provide guidance to the Continuing Education Option candidate;
- 28 3. Review the plans using the scoring rubric approved by the Education Professional
29 Standards Board;
- 30 4[~~b~~]. Provide written evidence of any deficiencies in the plan to the candidate; and [Provide
31 written feedback on each standard to the teacher regarding the quality of the plan; and]
- 32 5[e]. Notify[the] Education Professional Standards Board staff in writing of all
33 approved[reviewed] plans.

1 ~~(b)[2.]~~ The candidate~~[teacher]~~ may resubmit the plan for an additional review if the
2 C~~[e]~~ontinuing E~~[e]~~ducation O~~[e]~~ption coach has provided evidence of any~~[deficiency or]~~
3 deficiencies in the plan.

4 ~~(8[5])~~(a) The candidate~~[teacher]~~ shall participate in a job-embedded professional
5 development experience with documented outcomes that demonstrate the accomplishment of
6 the established goals.

7 (b) A job-embedded professional development experience shall include some~~[a]~~ combination
8 of:

- 9 1. Graduate college coursework;
- 10 2. Research;
- 11 3. Field-experience;
- 12 4. Professional development activities; or
- 13 5. Interdisciplinary networking and consultations.

14 (c) The professional development experience shall be identified in the professional
15 development plan.

16 (d) The professional development experience may be:

- 17 1. A part of an approved school professional development plan; or
- 18 2. An experience specifically needed by the candidate~~[teacher]~~.

19 ~~(9[6])~~(a) The evidence of accomplishment of the goals identified in the professional
20 development plan shall be documented in a portfolio.

21 (b) The portfolio shall be presented to~~[the]~~ Education Professional Standards Board
22 for~~[review and]~~ scoring.

23 (c) The documentation in the portfolio shall provide evidence:

- 24 1. That all~~[experienced]~~ teacher standards have been met;
- 25 2. Of the effects on student learning; and
- 26 3. Of the professional growth over time in:
 - 27 a. Content knowledge;
 - 28 b. Instructional and student assessment practices; and
 - 29 c. Professional leadership~~[and publication skills]~~.

30 ~~[(d) The portfolio shall be presented using a variety of mediums, which may include video~~
31 ~~recordings.~~

32 ~~(e) The portfolio shall be submitted to the Education Professional Standards Board at least~~
33 ~~one (1) year in advance of the expiration date of the teacher's certificate.]~~

1 (d[f]) The portfolio shall be submitted in either:

- 2 1. A traditional paper format with videotape or digital video disc (DVD)[~~hard copy~~]; or
- 3 2. An electronic format.

4 (e[g]) A portfolio shall not exceed three (3), ~~four~~(4) inch binders in size or its electronic
5 equivalent.

6 Section 5[4]. (1)(a) Initial application for the C[e]ontinuing E[e]ducation O[~~e~~]ption program
7 shall be made through a seminar sponsor approved by the Education Professional Standards
8 Board.

9 (b) The[~~approved~~] seminar sponsor shall provide[~~report~~] copies of all enrolled
10 candidates[~~applicants~~] to the Education Professional Standards Board.

11 (2) An enrolled candidate[~~applicant~~] shall electronically register[~~on-line at~~
12 www.KyEducators.org] for the [on-line-]C[e]ontinuing E[e]ducation O[~~e~~]ption online[~~plan~~
13 building] module established in Section 4(4)(a)[3(2)] of this administrative regulation.

14 Section 6[5]. (1) A team of two (2) scorers[~~readers~~] approved by the Education Professional
15 Standards Board shall[~~review and~~] score each[~~the~~] C[e]ontinuing E[e]ducation O[~~e~~]ption
16 portfolio.

17 (2) [The]Scorers[~~readers~~] shall be selected by[~~the~~] Education Professional Standards Board
18 staff from a cadre[~~of educators~~] representing teachers, principals, central office instructional
19 personnel, higher education faculty, and professional organization representatives[~~, and the~~
20 Kentucky Department of Education staff].

21 (3) The two (2) person scoring[~~reading~~] team shall:

22 [~~(a) Include a teacher certified in the same grade range and content area as the continuing~~
23 ~~education option candidate;]~~

24 (a [b]) Use a scoring rubric that is based on the[~~experienced~~] teacher standards[~~and~~]
25 established in 16 KAR 1:010[~~indicators to review and score the portfolios~~];

26 [~~(c)1. Recommend the teacher for certificate renewal to the Education Professional Standards~~
27 ~~Board prior to the expiration date of the certificate; or~~

28 ~~2. Report results to the Education Professional Standards Board using the scoring rubric to~~
29 ~~indicate which standards were not met;]~~ and

30 (b[d]) Be trained by trainers approved by the Education Professional Standards Board to
31 score the portfolios in a consistent and reliable manner.

32 (4) If the initial (2) person scoring team cannot agree on the evaluation of the indicators, a
33 mediator shall assist the scoring team in reaching consensus to determine the score of the

1 indicator(s) in question. The initial two (2) person scoring team shall submit the score for the
2 portfolio. [If the two (2) person reading team cannot reach consensus in the review process, a
3 chief reader employed by the Education Professional Standards Board shall score the
4 portfolio and report results to the Education Professional Standards Board.]

5 (5)(a) If a portfolio is determined by the initial two (2) person scoring team to be
6 unsuccessful, the portfolio shall be scored by a second two (2) person scoring team. If the
7 second (2) person scoring team cannot agree on the evaluation of the indicators, a mediator
8 shall assist the scoring team in reaching consensus to determine the score of the indicator(s)
9 in question. If the second scoring team deems the portfolio unsuccessful, the unsuccessful
10 score shall be the score of record.

11 (b) If the initial scoring team and second scoring team do not agree on the score of the
12 portfolio, a third two (2) person scoring team shall score the indicators in question and the
13 best two out of three scores on the indicators shall result in the final score of the portfolio.

14 (6)[5](a) If the candidate's[teacher's] portfolio does not show evidence that all[ten (10)
15 experienced] teacher standards have been met, the candidate[teacher] may resubmit the[a
16 partial] portfolio for rescoring, which shall contain documented evidence on the unmet
17 standard or standards.

18 (b) The rescoring process shall follow the same procedures as the initial scoring process
19 established in this section of this administrative regulation.

20 (c) The candidate[teacher] shall receive feedback from the [initial]scoring regarding
21 additional evidence[that may be] needed to show that[goals were accomplished and that]
22 all[experienced teacher] standards were met.

23 ~~[Section 6. (1) A teacher following the continuing education option to the fifth year program~~
24 ~~for certificate renewal and rank change shall complete the program by the end of the second~~
25 ~~certificate renewal period.~~

26 ~~(2) For the first renewal, the teacher shall show evidence of completion of phase one (1) of~~
27 ~~the continuing education option.]~~

28 Section 7. Payment of Fee for Scoring the Portfolio. (1) A nonrefundable scoring fee of
29 \$15[2]00 shall be received by the Education Professional Standards Board from[assessed to]
30 each C[e]ontinuing E[e]ducation O[ption] candidate prior to scoring.

31 ~~[(2) The fee shall be used to pay expenses for the actual cost of administration of the~~
32 ~~continuing education option program including the costs associated with the following:~~

33 ~~(a) The evaluation of approved seminar provider programs;~~

- 1 ~~(b) Training the continuing education option coaches who lead the seminars;~~
2 ~~(c) Training and compensating the portfolio reading team members; and~~
3 ~~(d) The initial scoring of the portfolio.~~
4 ~~(3) Payment shall be made to the Education Professional Standards Board.~~
5 ~~(4) The full fee shall be due at the time that the portfolio, or parts thereof as stipulated in~~
6 ~~Section 6(2) of this administrative regulation, are submitted to the Education Professional~~
7 ~~Standards Board for scoring.~~
8 ~~(5) The initial scoring fee shall provide for one (1) scoring of all parts of the portfolio.]~~
9 ~~(2)[(6)(a)] A nonrefundable rescoring fee of \$200[120] for each unmet standard shall be~~
10 ~~received by the Education Professional Standards Board at the time the revised portfolio is~~
11 ~~submitted for rescoring[assessed for each unmet standard that requires rescoring].~~
12 ~~[(b) The rescoring fee, if applicable, shall be paid to the Education Professional Standards~~
13 ~~Board at the time that the revised portfolio is submitted for rescoring.]~~
14 (3) Any Education Professional Standards Board application fees for certificate renewal shall
15 not be included in these fees.
16 [Section 8. (1) A teacher who submitted a professional development plan prior to June 30,17 2002 shall have until December 31, 2004 to complete the continuing education option
18 program.
19 (2) If the teacher fails to complete the program by December 31, 2004, the teacher shall
20 forfeit all fees and reapply to participate under the revised guidelines.
21 (3)(a) A continuing education option candidate who enrolled prior to June 30, 2002 shall be
22 notified by the Education Professional Standards Board that his portfolio shall be completed
23 by December 31, 2004.
24 (b) The notification shall be by registered mail.
25 (c) The candidate's portfolio shall be scored using the rubric in effect when the candidate
26 enrolled in the continuing education option program.
27 (d) A candidate under this section shall not be charged an additional fee for rescoring a
28 previously submitted portfolio.
29 (e) The candidate shall be provided an opportunity to participate in a cohort established in
30 Section 3 of this administrative regulation.
31 (f) The candidate shall be offered coaching by an approved continuing education option
32 coach.]
33

- 1 Section 8[9]. (1) Portfolios shall be scored~~[by the Education Professional Standards Board]~~
2 on a quarterly basis.
- 3 (2) A candidate~~[teacher]~~ shall have been active~~[enrolled]~~ in the C~~[e]~~ontinuing E~~[e]~~ducation
4 Q~~[e]~~ption program for at least twelve (12) months from the date of technical training prior to
5 submission of the portfolio to the Education Professional Standards Board for scoring.
- 6 (3) A candidate~~[teacher]~~ shall submit a portfolio to the Education Professional Standards
7 Board for initial scoring:
- 8 (a) ~~[Between]~~ January 1 through~~[and]~~ January 15;
9 (b) ~~[Between]~~ April 1 through~~[and]~~ April 15;
10 (c) ~~[Between]~~ July 1 through~~[and]~~ July 15; or
11 (d) ~~[Between]~~ October 1 through~~[and]~~ October 15.
- 12 (4) The date of portfolio submission shall be either:
- 13 (a) The day the portfolio is hand-delivered to the Education Professional Standards Board
14 ~~[offices]~~; or
15 (b) The date of the postmark.
- 16 (5) Initial submission of the portfolio shall be after twelve (12) months but before the two (2)
17 years from the date of technical training have expired.
- 18 ~~(6)[5]~~ A portfolio that requires rescoring shall be resubmitted in accordance with the
19 schedule established in subsection (3) of this section and within one (1) year following the
20 two (2) years from date of technical training.
- 21 ~~(7)[6]~~ All portfolios shall become the property of the Education Professional Standards
22 Board.
- 23 ~~[(7)(a) The Education Professional Standards Board shall provide electronic tracking of all~~
24 ~~portfolios to identify cases of plagiarism.]~~
- 25 (8)(a) Portfolios shall be submitted to the Education Professional Standards Board within one
26 of the submission windows listed in Section 8(3) of this administration regulation prior to the
27 expiration of the candidate's professional teaching certificate as established in 16 KAR
28 2:010.
- 29 (b) Instances of plagiarism shall be reported to the Education Professional Standards Board
30 for disciplinary action.
- 31 (24 Ky.R. 2040; Am. 2360; eff. 5-18-98; 25 Ky.R. 1712; 2152; eff. 3-1-99; 28 Ky.R. 2062;
32 2338; eff. 5-16-2002; recodified from 704 KAR 20:022, 7-2-2002; 30 Ky.R. 2326; 31 Ky.R.
33 27 eff. 8-6-04.)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Information/Discussion Item B

Information Item:

To inform the EPSB about approved contracts.

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.

The contracts on the following page were completed and signed by the executive director after approval at the January 22, 2007 EPSB meeting. They resulted from a Request for Application process that closed on March 30, 2007.

Agenda Book

CKEC	NB Mentors and Training	April '07 – June '08	31,750.00
KEDC	NB Mentors and Training	April '07 – June '08	34,925.00
NKCES	NB Mentors and Training	April '07 – June '08	25,400.00
OVEC	NB Mentors and Training	April '07 – June '08	50,800.00
WKEC	NB Mentors and Training	April '07 – June '08	38,100.00
GREC	NB Mentors and Training	April '07 – June '08	15,875.00
SE/SCEC	NB Mentors and Training	April '07 – June '08	38,100.00
Fayette County	NB Mentors and Training	April '07 – June '08	15,875.00
Oldham County	NB Mentors and Training	April '07 – June '08	14,605.00
		Total	265,430.00

Contact Person:

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

Executive Director

Date:

May 14, 2007

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Information/Discussion Item C](#)

Information Item:

Brescia University Status Report

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:

At the May 15, 2006 meeting of the Education Professional Standards Board (EPSB), the EPSB voted to grant Continuing Accreditation with Conditions to the educator preparation unit at Brescia University. The Accreditation with Conditions also required that Brescia submit a written report addressing Standard 6 for review by the Accreditation Audit Committee by November 2006. At the March 19, 2007 meeting, the EPSB voted to remove the Accreditation with Conditions and grant Continuing Accreditation to the educator preparation unit at Brescia University.

The May 2006 EPSB decision included an additional stipulation that Brescia University provide a report addressing all areas for improvement, both continuing and new areas, for the May 2007 board meeting.

Contact Person:

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

Executive Director

Date:

May 14, 2007

**Special Report to EPSB of Unit Activity
and Response to Areas for Improvement
During 2006-2007**

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Area(s) for Improvement

- 1) Dispositions for all candidates are not clearly defined, communicated, or assessed.
- 2) Candidates in the Special Education program have not attained a Praxis II pass rate on the Special Education Core Principles exam.

Institutional Response

- 1) The Board of Examiners' (BOE) rationale targeted a "lack of evidence and clarity about what was used as dispositions in assessments and monitoring of student progress" (page 20). In response, the School of Education faculty and members of the Teacher Education Advisory Committee (TEAC) modified Form Edu #5a – Interview/Presentation Rating Form (see Attachments). This modification, growing from the faculty and TEAC exploration of the conceptual framework and dispositions, incorporates these conceptual framework dispositions directly. The new Field Supervisor's Evaluation form (Edu #16A) also incorporates the conceptual framework dispositions directly (see Attachments). The School of Education faculty have also upgraded the treatment of dispositions in Edu 204 - Introduction to Education to address the conceptual framework and dispositions directly through the new *Field Handbook*; the unit also has initiated a similar process in the newly developed Edu 199 – Orientation to the School of Education for transfer students.
- 2) As noted in material submitted earlier in response to the 2001-2004 low PRAXIS II pass rate on the Special Education Core Principles exam, Brescia's adjusted pass rate became 93.3%. This rate reflects the two (2) candidates who retook – and passed – the Core Principles exam and the two (2) who took – and passed – the Exceptional Education: Core Content exam which replaced the earlier Core Principles exam. Since the targeted triennium, Brescia's program completers for 2004-2005 and for 2005-2006 have maintained a 100% pass rate on the Special Education Core Principles exam (seven took and passed this one) and on the now required Exceptional Education: Core Content Knowledge exam (seven took and passed this one as well). The Brescia special education faculty continue to work with the program candidates individually and to offer PRAXIS II preparation workshops.

STANDARD 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its program.

Area(s) for Improvement

None noted by the BOE.

STANDARD 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Area(s) for Improvement

- 1) No formal mechanism is in place to ensure a wide range of field placements and field experiences.
- 2) Feedback to candidates and the unit on field experiences is not consistent and systematic across all programs.

Institutional Response

- 1) The BOE acknowledged that the “unit makes efforts to place candidates in a variety of settings through an informal placement procedure” (page 35) and that a variety of diverse placements **are** available and used; the lack of a **formal mechanism** for ensuring that such field placements and experiences occurs is the key concern. Through the summer and the fall semesters, the School of Education faculty developed and field tested a new *School of Education Field Handbook* which was approved by the Teacher Education Advisory Committee in March 2007. The *Field Handbook* describes the School of Education’s conceptual framework, teacher dispositions, and field experience philosophy and expectations. The planned progression of candidate growth and involvement, together with identified links to courses are also shared. Minimum requirements for a variety of placements and experiences in diverse settings are identified in the text and in the “Policies and Practices” section. One such new policy (page 16, *Field Handbook*) now in force and particularly germane to this Area for Improvement, is noted below:
 - **Diverse Placements:** The following policies are intended to help insure placements among diverse student/client populations:
 - **Ethnic Diversity:** At least 15% of the basic 150-hour requirement (or approximately one in every six placements) must be in schools or settings with a greater than 20% minority population (greater than 11% in middle or secondary setting), or with a greater than 15% migrant population.
 - **Economic Diversity:** At least 15% of the basic 150-hour requirement (or approximately one in every six placements) must be in schools with a Title I designation.

Agenda Book

- **Diverse Learning Needs:** At least 20 hours must involve direct contact in a program or setting serving children or adults with exceptional needs.
- **Variety in Placement Sites:** No more than 66.67% (or two thirds) of a candidate's field hours can occur in the same setting.
 - **NOTE:** Most students will have field experiences in a much broader range of sites; however from time to time, candidates will be combining full-time work in a public or private school setting while pursuing a degree or certification at Brescia. IN support of the candidate's work, the School of Education will work with that candidate to structure the majority of their field experiences at their work site. That candidate will still be expected to meet the requirements [as listed above].

Monitoring of this policy is the joint responsibility of the School of Education faculty, students, and data manager. The data manager has tracked total field and clinic hours by student and by course and now has developed an Excel data system for tracking placements and hours by student, course, faculty, placement (by name and diversity), and receipt of evaluation. As this system is streamlined, it will be incorporated electronically (instead of manually, as it is now) into the Access-based continuous assessment monitoring system. Additionally, a new policy (page 16) in the *Field Handbook* supports *this* system:

- **Documentation of Candidate Field Experiences:** Documentation of the location and duration of teacher candidate field experiences is maintained both electronically and in hard copy in the School of Education office. Teacher candidates who transfer to Brescia's program should arrange for records of their earlier field experiences and the nature of those placements to be sent to Brescia's School of Education office.
- 2) Systematic and consistent feedback to candidates regarding their field experience performance has been strengthened through a combination of faculty training, policy implementation, and enhanced candidate awareness. The August School of Education faculty retreat and many of the fall weekly meetings contained a focus on field practices, the *Field Handbook*, and faculty responsibilities. One part of these discussions targeted the revised "Field Supervisor's Evaluation [*of candidate performance*]" (see Attachments, Form Edu #16A) and ways in which it could be used within course feedback, during advising, and within program assessment. Further, one of the new policies within the *Field Handbook* (page 16) – and shared below – addresses the unit's expectations of candidate evaluation:
- **Evaluations:** Any Brescia teacher education candidate serving ten (10) or more hours in a single setting should be evaluated formally by the Field Supervisor [*using form Edu #16A*]. These evaluation forms can be made available to and submitted by the Field Supervisor either electronically or in hard copy. The purpose of these evaluations is formative and should help the candidates mature as teachers. **Summary** results of these evaluations will help constitute the grade value of the field experiences within the classes and should be shared with the candidates by the course instructor.

Candidate awareness of the need for consistent and systematic feedback concerning their field experiences will be enhanced by inclusion of the new *Field Handbook* within the course objectives for Edu 204 – Introduction to Education, and the newly-developed Edu 199 – Orientation to the School of Education. This latter one-hour course has been

developed to introduce transfer students who have completed their Introduction to Education elsewhere to – among other topics – the unit’s conceptual framework, dispositions, and field experience practices. Finally, the unit’s data manager reports that already there has been a marked increase in both the number and breadth of field evaluations submitted across all programs and faculty.

STANDARD 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Area(s) for Improvement

- 1) The unit lacks a racially diverse student body.
- 2) There is limited evidence that a systematic method is in place to ensure all candidates have the opportunity to work with ethnically and culturally diverse P-12 students.

Institutional Response/Changes

- 1) The BOE report indicated the diversity percentages among the School of Education candidates from 2001 through the Fall of 2005; in the table below, these percentages are noted with the addition of the Fall of 2006, which saw an increase:

Fall of	2001	2002	2003	2004	2005	2006
Undergraduate	N = 34	N = 42	N = 50	N = 54	N = 40	N = 36
% Minority	2.9%	2.4%	6%	3.7%	2.5%	5.6%
Graduate	N = 5	N = 7	N = 17	N = 14	N = 6	N = 6
% minority	0%	0%	5.9%	7.1%	0%	16.7%

Among the 36 undergraduate candidates, it should be noted that in addition to the 5.6% racial diversity, other diversities include 8.3% with disabilities and 22.2% who are “non-traditional-aged” students. The male/female ratio, at 11.1% to 88.9%, is one more area of diversity together with economic, social, geographic, and cultural differences among our candidates. Finally, if we were to count the students **currently** declaring an education major or seeking certification – both candidates and those not yet admitted to the program – we would find a 7% racial diversity among our 72 education students.

- 2) Although the BOE noted there was little evidence of a systematic method to ensure candidates have the opportunity to work with ethnically and culturally diverse P-12 students, the BOE did affirm that “the University and the unit continue to provide meaningful learning experiences with diverse populations” and “both the University and the unit model the commitment to and value in meeting the needs of all learners” (page 45). So, again, the area for improvement is in developing and implementing a systematic or formal mechanism to ensure that these practices continue. The new *Field Handbook* policies for “Diverse Placements” and “Documentation of Candidate Field Experiences” (both discussed in Standard Three) will ensure that these opportunities for ethnically and culturally diverse placements will be certainties.

STANDARD 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Area(s) for Improvement

- 1) The conceptual framework is not clearly shared with the professional community.

Institutional Response

- 1) Within its rationale, the BOE noted “progress has been made in this area as evidenced by content area faculty’s knowledge and understanding of the conceptual framework. However, the professional community in the P-12 schools were still not familiar with or knowledgeable about the conceptual framework and the role it plays in shaping the School of Education programs” (page 54). While the P-12 members of Brescia’s TEAC were involved in the exploration of the conceptual framework and dispositions and in the review and approval of the newly developed *Field Handbook*, the other members of the P-12 community need an opportunity to work more directly with the School of Education conceptual framework. Beginning in the Fall 2007 semester, the *Field Handbook* will be shared with every school in which Brescia places field students and with every teacher who works with our field students. The Brescia candidates and faculty will discuss the *Handbook* with those same teachers/field supervisors, and the supervisors will have multiple opportunities to work with the conceptual framework and dispositions as they complete the formal evaluations of the Brescia candidates’ field experiences. The mechanism which ensures that these actions will occur has been described earlier in this document.

STANDARD 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Area(s) for Improvement

- 1) The division chair/unit head consistently carries a work overload.
- 2) The budget for the Curriculum Resources Center is insufficient.

Institutional Response/Changes

- 1) The Brescia University *Faculty Handbook* states “. . . full-time faculty responsibilities involve . . . a basic teaching load of 12-15 credit hours per semester, not to exceed 27 credit hours for two semesters [2.10.2.1].” The 2006-2007 assigned workload for the Chair of the School of Education was as follows:

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Fall 2006		
Teaching	Edu 350 – Diagnosis & Assessment in Special Edu	3 hrs
	Edu 430 – Adaptive/Assistive Technologies & Language Issues	3 hrs
Administrative	Chair, Educational Studies Program	3 hrs
	Chair, School of Education	3 hrs
Semester Total		12 hrs
Spring 2007		
Teaching	Edu 255 – Teaching Children with Exceptionalities	3 hrs
	Edu 336 – Methods: LBD	3 hrs
	Edu 443 – Legal Aspects, Parental Issues & the IEP	3 hrs
Administrative	Chair, Educational Studies Program	3 hrs
	Chair, School of Education	3 hrs
Semester Total		15 hrs
Total for 2006-2007 Academic Year		27 hrs

These figures, which yield a two-semester total of 27 hours, do not exceed the University's expectation for a teaching and administrative load for a full-time faculty, and do represent a reduction in the teaching load for the unit chair. These figures reflect a commitment on the part of the University, even in times of economic difficulties, to maintain a fully staffed School of Education faculty. Such a commitment would indicate that the Chair's workload should continue to be within the limits of the University's basic teaching load. The 2007-2008 projected load, also within the 27 hour limit, is reflected below:

Fall 2007		
Teaching	Edu 255 – Teaching Children with Exceptionalities	3 hrs
	Edu 350 – Diagnosis & Assessment in Special Edu	3 hrs
Administrative	Chair, Educational Studies Program	3 hrs
	Chair, School of Education	3 hrs
Semester Total		12 hrs
Spring 2008		
Teaching	Edu 255 – Teaching Children with Exceptionalities	3 hrs
	Edu 336 – Methods: LBD	3 hrs
	Edu 443 – Legal Aspects, Parental Issues & the IEP	3 hrs
Administrative	Chair, Educational Studies Program	3 hrs
	Chair, School of Education	3 hrs
Semester Total		15 hrs
Projected Total for 2007-2008 Academic Year		27 hrs

- 2) At the time of the November 2005 BOE visit, the Director of the CRC reported an annual budget of around \$500 (five hundred dollars). The 2006-2007 base allocation for curricular supplies for the CRC is triple that earlier amount at \$1,500. Since curricular purchases form the Elementary, Middle, Secondary, Special Education, and Graduate

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- 3) budgets are often housed in and managed through the CRC (which is conveniently located on the same floor as our offices and classes), the CRC base budget represents a fraction of the funds devoted to curricular resources.

The School of Education draws its operating funds from three basic budgets – Teacher Education, Special Education, Master of Science in Curriculum and Instruction. Since the faculty in each area overlap in responsibilities, resources, and facilities, purchases often draw from more than one budget's accounts. This practice has become budgetary policy for the CRC in the following configurations:

- Allocations for “Books” and for “Films/Video” will be distributed equally to the nearest full hundred dollar amount across full time faculty **and** the CRC.
- At least 15.5% of the “Supplies” budget will be allocated to the CRC from each of the three unit budgets.

Although formally approved budget requests for 2007-2008 have not been returned to each department, the policy as described above should guarantee a minimum of \$1500 for the CRC in the 2007-2008 year.

In addition faculty efforts to secure materials and a beginning collaboration with another Kentucky private institution have seen a radical upgrade in CRC materials. The CRC director reports the following for the various academic disciplines housed in the CRC:

- Science – approximately 90% of the collection is post 2002
- Language Arts – 20% of the collection is post 2003, with the remaining 80% of the books valuable for their basic content
- Reading – approximately 50% is post 2005
- Math – 70% of the collection is post 2005
- Social Studies – 40% of the collection is 2007

ATTACHMENTS

BRESCIA UNIVERSITY
EDUCATIONAL STUDIES PROGRAM

EDU #5a

INTERVIEW/PRESENTATION RATING FORM

ORAL PRESENTATION (Code: 5=outstanding; 4=above average; 3=average; 2=below average; 1=unacceptable)

1. Grammatical Form	5	4	3	2	1
2. Pitch and Diction	5	4	3	2	1
3. Verbal Clarity	5	4	3	2	1
4. Appropriate Mannerisms	5	4	3	2	1

DISPOSITIONS

ETHICAL PROFESSIONAL

Demonstrated (may include)

Honest, open, understands confidentiality, punctual, best efforts, prepared, dependable, accepts responsibility, honors commitments, ethical awareness, professional

Not Demonstrated (may include)

Un-prepared, low effort, little awareness of responsibilities or ethical expectations, possible violations of confidentiality, unprofessional

7 6 5 4 3 2 1

ADVOCACY

Demonstrated (may include)

Positive, caring, enthusiastic, awareness of others' needs, interactive, going the extra mile, differentiating approaches to instruction, mentoring, involving family & community, perceives own role as advocate

Not Demonstrated (may include)

Demands evidence of ability before believing in potential, stand-offish, inflexible, uninvolved, deliverer of information only, unaware of own role as advocate

7 6 5 4 3 2 1

SERVICE

Demonstrated (may include)

Service to others, long-term impacts, realistic, belief in ability of students to help one another, breadth of involvement, actively seeks opportunities to serve, recognizes teaching as such an opportunity

Not Demonstrated (may include)

Purposes focus only on academic goals, perceives service to be separate from education, sees service as "contractual obligation only"

7 6 5 4 3 2 1

LIFELONG LEARNING

Demonstrated (may include)

Views events in broad perspective, recognizes larger implications & contexts, broad vision/new ideas, diversity, "shoots for the stars," eagerness, creativity, sees all learning as interconnected.

Not Demonstrated (may include)

Focus on current setting and immediate goals only, learning appears to be isolated, goals in classes appear to be to "get through," limited interests, unable to make interdisciplinary connections

7 6 5 4 3 2 1

Student: _____ Interviewer: _____

Date: _____ Ratings: _____ Oral Presentation: _____ Disposition: _____

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Brescia University – School of Education **EDU #16A**
FIELD SUPERVISOR’S EVALUATION

Please rate your Brescia student on the following rating scale. (Rating Scale: 4 = Outstanding/Distinguished Evidence/Performance; 3 = Proficient/Satisfactory Evidence/Performance; 2 = Limited but Adequate Evidence/Performance; 1 = Inadequate/Little or No Evidence)

Brescia Student _____ Date of Evaluation _____

Site _____ Field/Site Supervisor _____

Grade/Age _____ Activity _____ Type of Class _____
 = Inadequate/Little or No Evidence) When appropriate, you may also indicate “No Opportunity to Observe”

Behaviors		Rating	Comments (if any)	No Opp to Observe
DISPOSITIONS				
Ethics	1. Dependability, responsibility, trustworthiness			
	2. Cooperation with supervisor			
	3. Prepared each day			
	4. Care of material & equipment			
Advocacy	5. Vitality, enthusiasm			
	6. Awareness of student/participant needs			
	7. Interaction with students/participants			
	8. Positive, caring attitude			
Service	9. Willingness to participate			
	10. Level of involvement			
	11. Willingness to go beyond			
Lifelong Learning	12. Voice, diction, grammar			
	13. Creativity – methods, materials			
	14. Connects learning to “real life”			
	15. Communicates eagerness & curiosity			
SKILLS				
	16. Poise, self-control			
	17. Understanding of Core Content			
	18. Quality of preparation/planning			
	19. Use of diverse strategies			
	20. Classroom/Behavior management			
OVERALL RATING				

How would you like to have this person teaching next door to you next year (realizing, of course, that this student has not yet experienced student teaching)?

 Further comments: _____

Signature – Field Supervisor _____ Date _____
 Complete and mail in the enclosed pre-addressed envelope. – **OR** – Complete & save as word document; attach to email to your Brescia contact (firstname.lastname@brescia.edu) – **OR** – Print, sign, and mail the evaluation to: [your Brescia contact], School of Education, Brescia University, 717 Frederica Street, Owensboro, KY 42301. Thanks **so** much for working with a Brescia student.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Final Report for the Master's Redesign from the Kentucky Teacher Standards Committee and the Program Approval Guidelines Committee

Applicable Statutes and Regulation:

KRS 161.028, 161.048, 161.1211
16 KAR 1:010, 5:010, 5:050, 8:010, 8:021

Applicable Goal:

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

Issue 1:

Should the Education Professional Standards Board accept the final report of the Kentucky Teacher Standards Committee?

Issue 2:

Should the Education Professional Standards Board accept the final report of the Program Approval Guidelines Committee?

Background:

To maintain their certification, Kentucky teachers must complete a master's degree or an equivalent within 10 years of their initial certification. Satisfying this requirement qualifies the teacher for an advanced rank beyond initial certification. For several years the Education Professional Standards Board (EPSB) has discussed the level of accountability for educator preparation programs to assist P-12 educators in reaching proficiency by year 2014. In September 2005, the EPSB appointed the Master's Redesign Committee to develop recommendations resulting in the redesign and approval of advanced rank change programs that integrate job embedded content through collaboration with P-12 school districts and arts and science faculty.

In May 15, 2006, the EPSB approved the final report of the Master's Redesign Committee. The Master's Redesign Committee established program components and a format for developing advanced rank change programs that will prepare candidates to be effective instructional leaders with sufficient content and pedagogical skills to improve P-12 student learning. The Committee charge was to develop a paradigm shift for rank change/master's degree programs that focused on creating innovative, cutting-edge indicators of achievement for educators. Program redesign is centered on preparing teacher leaders who support other educators in establishing a positive impact on P-12 students learning. There are already collaborative efforts in place through the Kentucky Department of Education (KDE) to

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establish and support a teacher leadership network resulting from work with the Wallace Foundation.

The Committee's work resulted in a recommendation combining the New and Experienced Teacher Standards with special emphasis on the Leadership Standard: "The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being." The Leadership Standard had already been included in the KTIP Pilot for the past three years. The Committee felt that all educators should demonstrate leadership skills even as beginning teachers.

To address that recommendation, EPSB appointed the Kentucky Teacher Standards Committee, August 21, 2006, with directions to combine the New and Experienced Teacher Standards. Starting in November 2006, the Standards Committee met every month until March 2007 when the first draft was completed. The Committee began by renaming the standards the Kentucky Teacher Standards (KTS) and reviewed the National Board for Professional Teacher Standards (NBPTS) before reordering the new standards. The Standards Committee not only aligned the KTS with the NBPTS, but also incorporated language from the national standards in the KTS advanced level. The Committee developed a format for displaying the entry level and advanced level performance criteria concurrently in an effort to make sure the indicators were presented in a logical and sensible order. Consideration was also given to the multiple uses of the KTS by educator preparation programs and P-12 school districts. The Committee accepted comments from various constituencies during April, met in May to consider suggested changes, and made adjustments to the draft document for presentation during the May board meeting.

The Master's Redesign Committee also recommended that the EPSB establish new protocol for review and approval of the new master's programs. The members of the Program Approval Guidelines Committee were appointed during the October and November 2007 board meetings. The committee was directed to develop a protocol for the review and approval of the new master's programs when they are submitted. The Committee met January and February 2007 and expanded upon the framework of the Master's Redesign Committee and developed performance criteria for all program components. The Committee established the format for submission of the program proposal and has included a timeline for implementation with this report.

Additionally, documents for the Kentucky Teacher Standards and the Program Approval Guidelines were available for public comment during April and May by educator preparation institutions and P-12 educators. Both committees recommend approval of the final reports. The documents are provided under separate cover.

Groups/Persons Consulted:

Master's Redesign Committee:

John T. DeAtley – Council on Postsecondary Education
James Cibulka, EPSB member and University of Kentucky
Elaine Farris – Shelby County Schools
Jeanne Fiene – Western Kentucky University
Missie Heady – Kentucky Education Association & Jessamine County Schools
Kent Juett – EPSB member and Fort Thomas Independent Schools

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Steve Lin – EPSB member and Jefferson County Schools
Eddie C. McCoy – Pike County Schools
Adam Renner – Bellarmine University
Orin Simmerman – Kentucky Department of Education
Russell Wall – Murray State University
Lynne Wheat – Jefferson County Schools
Paul Wirtz – Northern Kentucky University

Standards Committee:

Anita Barnes – Frankfort Indep – Teacher
Sharon Brennan – University of Kentucky
Rachelle Bruno – Northern Kentucky University
Teresa Castle – Mercer County Teacher
Pam Geisselhardt – Adair County Teacher
Angela Hurley – Transylvania University
Cheryl Kolander – University of Louisville
Nancy Newberry – Kentucky Department of Education – IECE
Ann Robbins – Project Coordinator for the Bluegrass Writing Project
Richard Roberts – Western Kentucky University
Manish Sharma – Thomas More College
Renee Scott-Smith – Kentucky Department of Education – Special Education
Billie Travis – Teacher Scott County

Committee for Development of Guidelines for Redesigned Master’s Program Approval:

Fariba Bigdelli-Jahed – Kentucky State University
Donna Clark – Lawrence County Board of Education
Dorie Combs – Eastern Kentucky University
Tabitha Daniel – Western Kentucky University
John DeAtley – Council on Postsecondary Education
Bryan Edwards – Franklin County Schools
Peggy Jones – Rowan County Schools
April Miller – Morehead State University
Christi Renzenbrink – Madison County Schools
Constance Salyers – Boone County School District
Anthony Thompson (Susan Compton) – Russell Independent Schools
Patricia Trotter – Kentucky Department of Education

Alternative Actions:

Issue 1:

1. Accept the final report of the Standards Committee
2. Accept the final report of the Standards Committee with noted changes
3. Do not accept the final report of the Standards Committee

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Issue 2:

1. Accept the final report of the Committee for Development of Guidelines for Redesigned Master's Program Approval
2. Accept the final report of the Committee for Development of Guidelines for Redesigned Master's Program Approval with noted changes
3. Do not accept the final report of the Committee for Development of Guidelines for Redesigned Master's Program Approval

Staff Recommendation:

Issue 1: Alternative Action 1

Issue 2: Alternative Action 1

Rationale:

Acceptance of these reports does not obligate the EPSB to implement the recommendations. Changes to EPSB policies, procedures, and/or administrative regulations must be presented to the Board for due consideration and approval before any recommendations can be implemented. Acceptance of these final reports does provide staff necessary directions for future work.

Contact Person:

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Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov

Executive Director

Date:

May 14, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

Western Kentucky University – Alternative Route to Certification Proposal for School Superintendent – All Grades, Option 6

Applicable Statutes or Regulations:

KRS 161.028
16 KAR 5:010; 16 KAR 3:010

Applicable Goal:

Goal I: Every approved educator preparation program promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

Issue:

Should the Education Professional Standards Board approve the Western Kentucky University alternative route to certification proposal for School Superintendent, all grades?

Background:

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The Approval of Alternative Route to Certification Programs Offered Under KRS 161.028: Policy and Procedure was approved by the EPSB in September 2000 (see pages 50-51). Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

Western Kentucky University (WKU) has submitted an alternative route to certification proposal for School Superintendent – All Grades. “The primary reason for implementing an alternative route to certification program for School Superintendent All Grades is to better serve the needs of those school districts within our service region. The alternative route program enables the districts to consider the best candidates for positions of superintendent or assistant superintendent, including candidates who have not previously completed requirements for the superintendent’s certification.” WKU is seeking approval of the alternative route to certification program for superintendents in order to meet the expectations of the school districts in the WKU service region.

Another reason for this proposal is the increasing number of principals who were alternatively certified. Many of these administrators are successful school leaders; however, they are not eligible for superintendent certification because they lack prerequisites that were

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waived for admission to the principal program. The program will admit those candidates who were alternatively trained and do not meet prerequisite requirements. Proficiency evaluations will be used to determine credit for prior work experience and education. Additional coursework may be required.

The school districts and WKU will provide resources to support the candidates. The WKU Educational Administration, Leadership, and Research Department are collaborating with school districts and other university departments to deliver this program. The WKU faculty is terminally degreed, and program delivery will include face-to-face and online instruction. Online delivery will support field/clinical experiences, external links, virtual office hours and chats, and virtual seminars.

Alternative Actions:

1. Approve WKU's alternative route to certification proposal for School Superintendent, all grades
2. Modify and approve WKU's alternative route to certification proposal for School Superintendent, all grades
3. Do not approve WKU's alternative route to certification proposal for School Superintendent, all grades

Staff Recommendation:

Alternative 1

Rationale:

Staff has reviewed the WKU proposal and found it to be in accordance with the intent of the legislation and with EPSB standards. WKU already has approval to offer alternative routes to certification programs at the middle and secondary level, all grades subject areas, special education, school principal, all grades, and a number of other certification areas. The emphasis of the program will be placed on field and clinical experiences in the school with a WKU faculty that is all terminally degreed.

Contact Persons:

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

Executive Director

Date:

May 14, 2007

EXECUTIVE SUMMARY

Western Kentucky University proposes to offer an Alternative Route to Certification for School Superintendent – All Grades.

All programs in educational administration in the Department of Educational Administration, Leadership and Research in the College of Education and Behavioral Sciences at Western Kentucky University (WKU) are designed to develop and train transformational leaders. These standards-based programs of study are designed to prepare high quality educational administrators who have demonstrated a significant degree of commitment to the profession and desire an opportunity to develop and enhance their leadership skills. These leaders base all decisions and actions on effects related to the improvement of student success viewed holistically. Successful completion of program requirements are intended to develop transformational leaders who:

- (1) Interpret and utilize data to improve instruction and performance.
- (2) Demonstrate knowledge of and commitment to issues of equity and ethics in a pluralistic world.
- (3) Facilitate an inclusive, collaborative culture including all such community stakeholders in the promotion of creativity and optimal performance.
- (4) Influence and lead individuals through systemic reform of their context.

The continuous assessment plan will be the same as used for the traditional program. A system of integrated elements provides ongoing assessment of all certification programs offered within the unit. The system includes collecting and reviewing both internal and external input from candidates and from employers. These data are then used to make program changes as appropriate.

All KERA initiatives and EPSB initiatives are addressed within the program content from the perspective of the school district leadership with particular emphasis on the role of the superintendent and/or assistant superintendent.

Candidates who lack some or all of the traditional program requirements can be admitted to the program upon request of local school district officials who wish to consider them as an applicant for a position. If employed, candidates will have two years to complete all requirements. Applicants to the alternative route to certification program will be assessed individually by a faculty committee to determine the extent to which each applicant has appropriate and adequate educational training and job experience to be admitted to the program. Any areas of deficiency identified by the committee must be satisfied as prerequisites before completion of the program.

The primary reason for implementing an alternative route to certification program for School Superintendent All Grades is to better serve the needs of those school districts within our service region. The alternative route program enables the district to consider the best candidates for positions of superintendent or assistant superintendent, including candidates who have not previously completed requirements for the superintendent's certification endorsement or are otherwise not eligible for certification under traditional program guidelines.

This alternative route to certification program will admit candidates who do not have a traditional background and/or have not completed the prerequisite requirements for the traditional program. Depending on the prior education and/or job experience of the candidate, some or all program requirements may be credited based on that prior experience. Likewise, if it is determined that the candidate has any particular deficiencies, the candidate may be required to take additional coursework beyond the traditional program requirements.

Education Professional Standards Board

**APPROVAL OF ALTERNATIVE ROUTE TO CERTIFICATION PROGRAMS OFFERED
UNDER KRS 161.028**

POLICY AND PROCEDURE

September 11, 2000

Pursuant to KRS 161.028, the Education Professional Standards Board (hereinafter “the Board”) is directed to promote and approve alternative route to certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The following procedure shall be followed regarding the submission and approval of alternative programs offered under this statute. Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations, and are not included in this policy.

Kentucky Colleges and Universities:

A Kentucky college or university (public or private) that has received accreditation from the Board for its teacher education unit shall follow the following procedure:

- Submission and approval of alternative route to certification programs shall be done in accordance with the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation).
- If the alternative route to certification program is offered in addition to or in conjunction with a previously approved, traditional program in the certification area(s), the alternative route program shall be considered a “new” or “substantially revised” program as defined in Section 17 of this regulation.
- If a college or university is requesting the alternative route program for one or several certification areas for which the teacher education unit has previously received approval, then the college or university may submit only one (1) program for approval denoting all the previously approved certification areas it intends to offer through the alternative route; this single program must contain all relevant information delineated in Section 8 of 704 KAR 20:696 for each certification area offered through the alternative route. If the college or university is requesting the alternative route program for a new certification area for which the teacher education unit has not previously received approval, then the college or university shall submit an individual program for each new program/certification area.
- Submission and approval of an alternative route program can occur at anytime during an accredited institution’s accreditation cycle and the Board will make diligent efforts to review and approve programs in a prompt and efficient manner.
- A college or university that has not received full accreditation of its teacher education units must submit alternative route programs in accordance with the timelines provided throughout 704 KAR 20:696 for institutions pursuing full accreditation.

COLLEGES AND UNIVERSITIES LOCATED OUTSIDE OF KENTUCKY

A college or university having its parent institution geographically located outside of Kentucky, but which chooses to offer teacher education programs in Kentucky must meet all of the standards for accreditation as an institution established in 704 KAR 20:696 prior to submission of an alternative route to certification program. (*See Accreditation of Preparation Programs Policy and Procedure November 8, 1999.*) Following approval of the teacher education unit, the out-of-state college or university may submit alternative route programs under the same guidelines established above for Kentucky colleges and universities.

KENTUCKY DEPARTMENT OF EDUCATION

For purposes relating to the submission and approval of alternative route to certification programs under KRS 161.028 (1)(q), the Kentucky Department of Education shall adhere to the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation). The Board may waive any Section, or part thereof, of 704 KAR 20:696 that is unduly restrictive to the development and implementation of the program.

KENTUCKY COMMONWEALTH VIRTUAL UNIVERSITY

For purposes relating to the submission and approval of alternative route to certification programs under KRS 161.028 (1)(q), the Kentucky Commonwealth Virtual University shall adhere to the program approval requirements of 704 KAR 20:696, Section 17 (and its ensuing reference to Section 8 of the same regulation). The Board may waive any Section, or part thereof, of 704 KAR 20:696 that is unduly restrictive to the development and implementation of the program.

PRIVATE CONTRACTORS

KRS 161.028 (1)(q) allows the Board to approve alternative route to certification programs offered by private contractors. Private contractors must meet the accreditation standards established throughout 704 KAR 20:696 and the specific program approval guidelines established in Section 17 (and Section 8) of the administrative regulation. The Board shall review the merit of the request for approval and the fiscal and educational credibility of the “private contractor” offering the program; the Board may waive any requirements in 704 KAR 20:696 that it deems unduly restrictive to a private contractor’s request or to promotion of the alternative routes.

The Board will promote and approve those alternative route to certification programs that, in its professional judgment, meet the same rigorous standards for obtaining and maintaining certification that govern traditional programs.

The Board will review the alternative route to certification programs in a fair and efficient manner, with balanced deference to quality and supply issues.

161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.

(1) The General Assembly hereby finds that:

- (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers.

(b) There are hereby established alternative certification program options as described in subsections (2) through (8) of this section.

(c) It is the intent of the General Assembly that the Educational Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky.

(d) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

- (a) The application contains documentation of all education and work experience;
- (b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

1. a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate

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and graduate coursework from a nationally or regionally accredited postsecondary institution; or

- b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate

coursework from a nationally or regionally accredited postsecondary institution; and

2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and

(d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

(3) Option 2: Certification through a local district training program. A local district or group of districts may seek approval for a training program. The state-approved local district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local district alternative training program, the candidate shall:

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade point average of two (2) on a four (4) point scale if the candidate has exceptional life experience related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

(b) Pass written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the Education Professional Standards Board. To be eligible to take a subject field test, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board.

(c) Have been offered employment in a school district which has a training program approved by the Education Professional Standards Board.

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate

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shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

(e) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs.

(4) Option 3: Certification of a professional from a postsecondary institution: A candidate who possesses the following qualifications may receive alternative certification for teaching at any level:

(a) A master's degree or doctoral degree in the academic content area for which certification is sought;

Agenda Book

- (b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and
- (c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

(6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, to a veteran for teaching at the elementary, secondary, and secondary vocational education levels with the following qualifications:

(a) Discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release;

(b) At least a bachelor's degree in the content area or closely related area for which certification is sought, issued by a regionally or nationally accredited institution of higher education;

(c) A grade point average of two and five-tenths (2.5) on a four (4) point scale for a bachelor's degree or an advanced degree; and

(d) A passing score on the written exit assessment examination designated by the Education Professional Standards Board for content knowledge.

Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. Upon successful completion of the internship program, the veteran shall receive a regular professional certificate.

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(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The temporary provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.

(8) Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. This option shall not be limited to

teaching in shortage areas.

(a) An individual certified under provisions of this subsection shall be issued a one (1) year temporary provisional teaching certificate, renewable for a maximum of two (2) additional years with approval of the Education Professional Standards Board provided that the candidate:

1. Possesses a bachelor's degree with a declared academic major in the area in which certification is sought and a cumulative grade point average of 3.0 on a 4.0 scale, or a professional or graduate degree in a field related to the area in which certification is sought;

2. Has a minimum score of five hundred (500) on the verbal section and a minimum score of four (4) on the analytical writing section of the Graduate Record Examination (GRE). In addition, teachers of mathematics and physical and biological sciences shall have a minimum score of four hundred fifty (450) on the quantitative section of the GRE.

A candidate who has a professional degree shall be exempt from the requirements of this subparagraph; and

3. Passes written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the board.

(b) Prior to receiving the temporary provisional certificate or during the first year of the certificate, the teacher shall complete the following:

1. For elementary teaching, the individual shall successfully complete the equivalent of a two hundred forty (240) hour institute, based on six (6) hour days for eight (8) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge

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of individual differences, including teaching exceptional children, and methods of classroom management.

2. For middle and secondary teaching, the individual shall successfully complete the equivalent of a one hundred eighty (180) hour institute, based on six (6) hour days for six (6) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board and shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

(c) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship program, the candidate shall receive a regular professional certificate.

(9) A public school teacher certified under subsections (2) to (8) of this section shall be placed on the local district salary schedule for the rank corresponding to the degree held by the teacher.

(10) Veterans who were discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release, and who have at least four (4) years of occupational

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experience in the area in which they seek certification as a vocational industrial education teacher, shall apply for certification under and meet the requirements of the administrative regulations promulgated by the Education Professional Standards Board.

(11) Subsections (1) to (3) of this section notwithstanding, a candidate who possesses the following qualifications may receive certification for teaching programs for exceptional students:

- (a) An out-of-state license to teach exceptional students;
- (b) A bachelor's or master's degree in the certification area or closely related area for which certification is sought; and
- (c) Successful completion of the teacher internship requirement required under KRS 161.030.

(12) A teacher who is fully certified in Kentucky and who is seeking an additional certification is not required to repeat the Kentucky teacher internship program.

(13) Under KRS 161.030(5), a candidate for alternative certification may serve his or her internship in a nonpublic school.

Effective: June 20, 2005

History: Amended 2005 Ky. Acts ch. 111, sec. 2, effective June 20, 2005. -- Amended 2004 Ky. Acts ch. 117, sec. 3, effective July 13, 2004. -- Amended 2000 Ky. Acts ch. 161, sec. 1, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 514, sec. 8, effective July 15, 1998; and ch. 589, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 137, sec. 1, effective July 15, 1996; and ch. 343, sec. 6, effective July 15, 1996. -- Created 1990 Ky. Acts ch. 476, Pt. II, sec. 58, effective July 13, 1990.

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16 KAR 3:010. Certification for school superintendent.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher and other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(b) requires that a teacher education 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. This administrative regulation establishes the preparation and certification program for school superintendent.

Section 1. Conditions and Prerequisites. (1) The professional certificate for instructional leadership - school superintendent shall be issued to an applicant who has completed:

(a) An approved program of preparation, as required by this administrative regulation and pursuant to 16 KAR 5:010;

(b) The appropriate requirements for certification, as established in KAR Title 16; and

(c) At least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.

(2) The professional certificate for instructional leadership - school superintendent shall be valid for the position of school superintendent and assistant superintendent.

(3) Prerequisites for the program of preparation for the professional certificate for instructional leadership - school superintendent, shall include:

(a) Qualifications for a Kentucky teaching certificate;

(b) Admission to the preparation program on the basis of criteria developed by the teacher education institution pursuant to 16 KAR 5:010;

(c) Completion of a master's degree;

(d)1. Except as provided in subparagraph 2 of this paragraph, completion of the Levels I and II preparation and certification for the position of school principal, or supervisor of instruction; or

2. For a candidate who completed preparation for principal prior to 1988, completion of the assessments for administration; and

(e) Completion of at least three (3) years of full-time teaching experience, including at least 140 days per year.

Section 2. A preparation program for the professional certificate for instructional leadership - school superintendent shall be consistent with the six (6) standards included in "Interstate School Leaders Licensure Consortium Standards for School Leaders" and the six (6) standards included in "Technology Standards for School Administrators" found in 16 KAR 3:050, Section 3, and incorporated by reference.

Section 3. Issuance and Renewal. (1) The initial professional certificate for instructional leadership - school superintendent shall be issued for five (5) years to a candidate who has completed an approved program of preparation for superintendent at the postmaster's level. Application shall be made on Form TC-1.

(2) Each five (5) year renewal shall require:

(a) The completion of two (2) years of experience as a school superintendent or assistant superintendent;

(b) Three (3) semester hours of additional graduate credit or the equivalent related to the position of school superintendent;

or

(c) Forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program.

(3) If a lapse in certification occurs for lack of the renewal requirements, the certificate shall be reissued for a five (5) year period after the completion of an additional six (6) semester hours of graduate study or the equivalent appropriate to the program.

Section 4. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Interstate School Leaders Licensure Consortium Standards for School Leaders", November 2, 1996;

(b) "Form TC-1, rev. 10/02; and

(c) "Technology Standards for School Administrators", 2001, Collaborative for Technology Standards for School Administrators.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (13 Ky.R. 1826; eff. 5-14-87; Am. 20 Ky.R. 2908; eff. 6-2-94; 24 Ky.R. 1949; 2373; eff. 5-18-98; 27 Ky.R. 858; 1472; eff. 12-21-2000; Recodified from 704 KAR 20:420, 7-2-02; 30 Ky.R. 1321; 1757; eff. 1-23-04.)

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

University of Kentucky – Interdisciplinary Early Childhood Education, B-P (Rank II and Rank I)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB approve the following educator preparation program additions?

UNIVERSITY OF KENTUCKY

9.0 CONTINUING EDUCATION
Master of Science in IECE
Rank II non-degree in IECE
Rank I in IECE

Background:

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. An Executive Summary of the programs is attached.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

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

Staff Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program additions meet the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

May 14, 2007

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Executive Summary Advanced Programs in Interdisciplinary Early Childhood Education Department of Special Education and Rehabilitation Counseling College of Education University of Kentucky

The advanced programs in Interdisciplinary Early Childhood Education (IECE) in the Department of Special Education and Rehabilitation Counseling in the College of Education at the University of Kentucky are designed for candidates who wish to pursue advanced study in IECE and rank change at the Rank II and/or Rank I levels. These candidates already hold an initial teaching certificate. Individuals may not pursue initial certification through this program. Three options are included in this program document: (1) coursework and experiences leading to Rank II advancement only, (2) coursework and experiences leading to Rank II advancement and a Master of Science degree, and (3) coursework and experiences leading to Rank I advancement.

The University of Kentucky has had an initial preparation program in IECE for several years but has not had the option of preparing IECE teachers at the advanced level. In the past, teachers would complete their Rank II or Rank I in special education, utilizing one of the available routes for rank advancement. With an internal reorganization that resulted in a move of the IECE program from the College of Agriculture to the College of Education in 2004, the College of Education now has a critical mass of faculty in IECE to offer a full range of programs.

Guided by the unit's conceptual framework theme, *Research and Reflection for Learning and Leading*, the proposed advanced programs in IECE are aligned with state and national standards. These standards sets include the Standards for Interdisciplinary Early Childhood Education from the Kentucky Education Professional Standards Board, the core standards and essential tools from the National Association for the Education of Young Children, and the content standards from the Council for Exceptional Children. In addition to these state and national standards, candidates must also demonstrate proficiency on two sets of institutional standards: the Unit Functional Skills and Dispositions and the Unit Technology Standards.

The proposed advanced IECE preparation programs will include the Rank II, or First Level Advanced Preparation Program, and the Rank I, Second Level Advanced Preparation Program. The Rank II (First Level Advanced Preparation Program) consists of a minimum of 33 graduate credit hours, which includes 18 hours in core graduate coursework, 6 hours in a single research methodology, and 9 hours of electives selected from six approved areas. The Rank I (Second Level Advanced Preparation Program) consists of at least 30 preplanned graduate credit hours beyond the Rank II. Candidates will work closely with an IECE advisor to develop a curriculum contract that has been tailored to meet the professional needs of the candidate and which reflects the emphases in all IECE advanced preparation programs.

The continuous assessment plan for the program is consistent with the unit's continuous assessment plan. Specifically, candidates will be assessed at three points in the program: upon entry to the advanced program in IECE; at midpoint for retention in the program; and at completion of the program.

At program entry, candidates must meet requirements for admission to the Graduate School, complete the departmental application, complete an admissions interview with program faculty, and submit an entry portfolio which includes an autobiographical sketch, a sample of professional writing, a statement that indicates the various levels of technology skills, and a reflective written statement that describes the specific professional goals of the candidate's program of advanced study. In addition, candidates must have three letters of recommendation from individuals familiar with their professional practice and likelihood of success in an advanced program of study. At midpoint assessment which occurs at the conclusion of 15 credit hours, candidates must maintain a 3.0 GPA and document satisfactory refinement/expansion of the portfolio. Exit assessments include candidate success and progress in coursework as documented on transcripts and satisfactory completion of the portfolio. Candidates completing the master's degree must also complete a thesis requirement.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Educator Preparation Program Quality Measurement Committee Charter

Applicable Statute and Regulations:

KRS 161.028 (1)
KRS 161.030 (10)
16 KAR 5:010 (5, 24 and 25)

Applicable Goals:

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.

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

Issue:

Should the EPSB review and redesign the current accountability system used to measure the quality and effectiveness of all educator preparation units accredited in Kentucky?

Background:

Pursuant to Kentucky Revised Statute 161.028, the Education Professional Standards Board (EPSB) must “set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.” Currently, 28 public and independent colleges/universities in Kentucky are approved by the EPSB to offer educator preparation. Although certification program options vary from one institution to the next, all institutions must meet the accreditation standards of the National Council for Accreditation of Teacher Education, which have been adopted by the EPSB. The EPSB also expects institutions to address various Kentucky-specific program quality assurances, such as working collaboratively with the public schools, promoting alternative routes to certification for nontraditional students, and incorporating special topics such as school safety, literacy, and economic education into the curriculum.

In May of 2001, the EPSB approved the development and publication of a statewide report card for Kentucky’s educator preparation programs (KEPP report card). The KEPP report card was to address the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements. The KEPP report card’s intention was to provide stakeholders a snapshot of the quality of teacher preparation programs throughout the Commonwealth in any given year. The quality of the programs is to be

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demonstrated via indicators deemed important by the federal government, the Governor, the General Assembly, the Kentucky Board of Education, higher education, teachers and administrators, parents, the EPSB, and the public-at-large.

The KEPP report card includes the following quality indicators:

- General program information, including contact information
- Current accreditation status
- Next scheduled accreditation visit
- Educator preparation faculty demographic data
- Educator preparation program enrollment data
- Quality Performance Index (QPI)* - established in 2003
- Praxis II pass rate data (included in the QPI calculation)
- KTIP pass rate data (included in the QPI calculation)
- Annual New Teacher Survey data - established in 2003 (included in the QPI calculation)

***Quality Performance Index**

An institution's QPI includes three performance measures (based on a 4 point scale):

Performance Measure	Performance Weights
Praxis II annual summary pass rate	3
3-year average of KTIP pass rates	1
Overall mean of New Teacher Survey	1

4.00 - 3.50	Excellent Performance
3.49 - 3.00	Satisfactory Performance
2.99 - 2.75	At Risk of Low Performance
< 2.75	Low Performance

The KEPP report card system has been in effect for over 5 years, and the measures used to determine program quality are due for revision. The Educator Preparation Program Quality Measurement Committee will be responsible for examining the existing measures and for recommending improved measures where needed.

Attached is the committee charter for the Educator Preparation Program Quality Measurement Committee.

Alternative Actions:

1. Approve recommendations for the Educator Preparation Program Quality Measurement Committee charter.
2. Modify recommendations for the Educator Preparation Program Quality Measurement Committee charter.

3. Do not approve recommendations for the Educator Preparation Program Quality Measurement Committee charter.

Staff Recommendation:

Alternative Action 1

Rationale:

The KEPP report card system has been successful in focusing program resources on goals established by EPSB and other regulatory bodies, but measures developed to date are due for revision in light of our experience over the past few years, and in light of regulatory changes by the EPSB board.

Contact Person:

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Executive Director

Date:

May 14, 2007

THE EDUCATOR PREPARATION PROGRAM QUALITY MEASUREMENT COMMITTEE CHARTER

Purpose:

In May of 2001, the EPSB approved the development and publication of the Kentucky Educator Preparation Programs (KEPP) report card. The KEPP report card was to address the necessary program qualities as identified by the 2000 General Assembly in Senate Bill 77, by the EPSB via the state accreditation process, and by the federal government in the Title II reporting requirements.

The KEPP report card system has been successful in focusing program resources on goals established by EPSB and other regulatory bodies, but measures developed to date are due for revision in light of our experience over the past few years, and in light of regulatory changes by the EPSB board. The Educator Preparation Program Quality Measurement Committee will be responsible for examining existing measures used by EPSB to determine program quality, and for the development of improved measures where needed. To this end, the committee will concern itself with two issues, 1) the validity and reliability of current measures of educator preparation program quality, and 2) the development of a sufficiently comprehensive set of measures to be used in the future.

A set of measures will be deemed sufficiently comprehensive when, on the basis of research on program effectiveness and consideration of priorities and goals as established by the EPSB board, it is determined that they provide useful information about the performance of each program in each relevant area. The Educator Preparation Program Quality Measurement Committee will be responsible both for identifying these relevant areas and for recommending methods of measuring program compliance with them.

Scope of Operation:

The Educator Preparation Program Quality Measurement Committee must remain within statutory boundaries but may recommend regulatory and policy changes. The operational boundary for the Committee is the state report card and the charge and objectives as set forth in this staff note. There is a time commitment expectation for all Committee members in order to stay on schedule and meet the deadline as set by the EPSB. Members will be reimbursed for travel, lodging, and meals for service on the committee. EPSB staff will provide support to the committee and provide the necessary resources where legally permissible to accomplish its objectives.

Objectives:

1. The committee will review the current measures of educator preparation program quality.
2. The committee will review current, nationally recognized methodologies for assessing educator preparation program quality.
3. The committee will review EPSB goals as well as both State and National regulations related to educator preparation program quality.
4. The committee will determine whether the current methodologies used to measure educator preparation program quality require revisions

Agenda Book

5. If revisions are required, the committee will determine whether additional methods may be required in order to adequately measure the quality of educator preparation units.
6. The committee will submit an initial report to the board. This report will include a detailed description of the committee findings and subsequent recommendations.
7. Based on the initial report findings and subsequent EPSB feedback, the committee will submit a final report to the EPSB. If warranted, the final report would include an implementation schedule for an improved measurement methodology.

Time Frame:

The Educator Preparation Program Quality Measurement Committee will meet in late May or early June 2007 with subsequent meetings to be held during the summer in order to meet the objectives set forth in this charter. A preliminary report will be presented to the EPSB at the August 2007 board meeting, and a final report will be presented at the March 2008 board meeting.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

2007-08 Meeting Dates

Applicable Statute:

KRS 161.028

Applicable Goal:

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

Background:

As stipulated in KRS 161.028, regular meetings of the board shall be held at least semi-annually on call of the chair. A recommended calendar for 2007-08, including the 2008 winter retreat and June 2008 annual retreat, is attached.

Alternative Actions:

1. Approve the meeting calendar for 2007-08 as recommended
2. Revise and approve the meeting calendar for 2007-08

Staff Recommendation:

Alternative 1

Rationale:

Meeting dates and places must be scheduled as far in advance as possible to ensure availability of facilities.

Contact Person:

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Executive Assistant
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E-mail: ashley.abshire@ky.gov

Executive Director

Date:

May 14, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD

2007-08 MEETING DATES

August 27, 2007

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

September 24, 2007

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

October 22, 2007

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

November 19, 2007

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

January 14, 2008

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

February 16, 2008 (Winter Retreat)

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

March 17, 2008

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

May 19, 2008

EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, KY 40601

June 20-22, 2008

Annual Board Retreat
(*Lexington, Kentucky*)

June 23, 2008

Board Meeting
(*Lexington, Kentucky*)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

Kentucky Teacher Internship Program (KTIP) Appeal

Applicable Statutes and Regulation:

KRS 161.030

16 KAR 7:010, Section 9

Applicable Goal:

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

Issue:

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

Background:

Pursuant to 16 KAR 7:010, Section 9, a teacher intern may appeal the decision of the beginning teacher committee. The appeal is reviewed by an Appeals Committee that includes one teacher, one principal, one teacher educator, and the Executive Director of the EPSB or his designee.

The Appeals Committee reviews the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

The Appeals Committee must base its recommendation upon:

1. Evidence of the teacher intern's ability to meet the standards;
2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty (50) hours outside normal working hours spent by the resource teacher in assisting the teacher intern;
3. Assignment of beginning teacher committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and resource teacher time sheets; and
5. Agreement among teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, and the final decision of the committee.

Agenda Book

The Appeals Committee met March 23, 2007 to review the appeal of one teacher intern. The recommendation and rationale of the Appeals Committee will be sent under separate cover.

Alternative Actions:

1. Approve the recommendation of the Appeals Committee
2. Do not approve the recommendation of the Appeals Committee

Staff Recommendation:

Alternative Action 1

Rationale:

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

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Executive Director

Date:

May 14, 2007

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item, Waiver A](#)

Action Item:

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

Applicable Statute or Regulation:

KRS 161:030 Section 3(a)
16 KAR 6:010 Section 2

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive 16 KAR 6:010 Written examination prerequisites for teacher certification for Ms. Mary Lou Betts who is seeking certification in middle school social studies?

Background:

EPSB staff received a waiver request from Ms. Mary Lou Betts who is seeking certification in middle school social studies. Ms. Betts successfully completed the *Texas Examinations of Educator Standards (TExES) 160 Pedagogy and Professional Responsibilities EC-12* on August 5, 2006. The *TExES 160 Pedagogy and Professional Responsibilities EC-12* is a Texas certification test designed to assess pedagogy for individuals seeking certification in early childhood through 12th grade.

Ms. Betts is requesting that the Board waive the Kentucky requirement that she successfully complete the *Principles of Learning and Teaching (0523)* test as stipulated in 16 KAR 6:010 and is asking the Board to allow her successful completion of *TExES 160 Pedagogy and Professional Responsibilities EC-12* to be substituted in its place.

While the domains of the *TExES 160 Pedagogy and Professional Responsibilities EC-12* do not line up word for word with the categories of the *Principles of Learning and Teaching (0523)*, it appears that the *TExES 160 Pedagogy and Professional Responsibilities EC-12* includes all components assessed by the *Principles of Learning and Teaching (0523)*.

A similar waiver request was presented to the Board in November 2005. The Board voted unanimously to waive the *Principles of Learning and Teaching (0522, 0523, and 0524)*, accepting the *TExES 160 Pedagogy and Professional Responsibilities EC-12* in its place.

Alternative Actions:

1. Approve the waiver request.
2. Do not approve the waiver request.

Staff Recommendation:

Alternative Action 1

Rationale:

Based upon a review of the *TExES 160 Pedagogy and Professional Responsibilities EC-12* frameworks and the *Praxis II Test at a Glance* documents, it appears the *TExES 160 Pedagogy and Professional Responsibilities EC-12* contains all components assessed by the *Principles of Learning and Teaching (0523)*. In addition, staff's recommendation is congruent with Board action taken in November 2005.

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Executive Director

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May 14, 2007

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 specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty 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) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(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 specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students:

Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, 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. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, 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).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, 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 specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

(b) Chemistry:

1. From January 24, 2005 through August 31, 2005:

a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and

(ii) Chemistry: Content Knowledge (0241) - 138; or

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

2. Beginning September 1, 2005, 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) - 160;
- (e) Mathematics:
 1. Mathematics: Content Knowledge (0061) - 125; and
 2. Mathematics: Proofs, Models, and Problems (0063) - 141;
- (f) Physics:
 1. From January 24, 2005, through August 31, 2005:
 - a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and
 - (ii) Physics: Content Knowledge (0261) - 114; or
 - b. Physics: Content Knowledge (0265) - 133; or
 2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133
- (g) Earth science:
 1. From January 24, 2005, through August 31, 2005:
 - a. General Science: Content Knowledge, Part 2 (0432) - 146; and
 - b. Earth Science: Content Knowledge (0571) - 145; or
 2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.
- (6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.
 - (a) Art:
 1. Art Content Knowledge (0133) - 161; 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;
 - (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

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(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 specialty tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) - 600;

(c) Family and Consumer Sciences - Home Economics Education (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 specialty areas shall take the specialty 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 specialty areas shall take the specialty 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: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need 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 specialty area 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 specialty area (e.g., art, music, etc.) shall take either:

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

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

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

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

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

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

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

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

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

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

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

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

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

(a) The Educational Testing Service;

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

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

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

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

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

Section 6. An applicant shall pay the appropriate examination fee established by the Educational Testing Service for each relevant test required to be taken.

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

Section 8. The Education Professional Standards Board shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service to determine the impact of these tests and permit a review of this administrative regulation on an annual or biennial basis. (11 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141; 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R. 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37; eff. 8-5-05.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive 16 KAR 7:020. Kentucky Principal Internship Program

Applicable Statute or Regulation:

KRS 161.027

16 KAR 7:020, Section 2(2)

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the regulatory requirement that assistant principals hold a full-time position to participate in KPIP for Terry Birdsong, Assistant Principal at Calloway County High School?

Background:

The Calloway County School District is requesting the Education Professional Standards Board grant a waiver for Terry Birdsong to participate in the Kentucky Principal Internship Program (KPIP) during the 2007-2008 school year. The district would like to employ Mr. Birdsong to serve as an assistant principal at Calloway County High School for three-fourths of his eight hour day, and as a classroom teacher one-fourth of his eight hour day. Mr. Birdsong would also serve in an assistant principal role at many after hour school events.

A letter of request on behalf of the Calloway County School District written by Superintendent Steve Hoskins and a plan on how Mr. Birdsong plans to demonstrate the ISSLC Standards are attached.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Staff Recommendation:

Alternative Action 1

Rationale:

Based on the statements of Superintendent Hoskins that Mr. Birdsong will work under the supervision of professionals and that district and school level administrators will monitor and assess Mr. Birdsong's internship, and based upon a review of Mr. Birdsong's plan of how he will meet the ISSLC Standards within his employment assignment, staff believes Mr.

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Birdsong is able to demonstrate the standards under these employment conditions. Additionally, staff's recommendation is congruent with Board action taken in September 2005.

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Executive Director

Date:

May 14, 2007

16 KAR 7:020. Kentucky Principal Internship Program.

RELATES TO: KRS 161.020, 161.027, 161.028

STATUTORY AUTHORITY: KRS 161.027, 161.028

NECESSITY, FUNCTION, AND CONFORMITY: KRS requires a certificate of legal qualifications for each public school position for which a certificate is issued. KRS 161.027 requires that an applicant for certification as school principal with less than two (2) years of appropriate service complete a one (1) year principal internship program. This administrative regulation establishes the requirements for the Kentucky Principal Internship Program required by KRS 161.027.

Section 1. An applicant for principal certification requesting exemption from the Kentucky Principal Internship Program as allowed by KRS 161.027 shall submit to the Education Professional Standards Board proof of:

(1) A minimum to two (2) years successful experience serving as a certified principal in a Kentucky public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting agency. The two (2) years of experience shall have been within a period of ten (10) years prior to the most recent application for principal certification and shall be confirmed by the school official responsible for evaluating the applicant during the time of employment as a school principal; or

(2) A minimum of two (2) years of successful out of state experience serving as a state certified school principal.

Section 2. (1) An applicant shall be eligible to participate in the Kentucky Principal Internship Program established in this administrative regulation, if the applicant:

(a) Has successfully completed all prerequisites to certification specified by KRS 161.027 and KAR Title 16; and

(b) Has been issued either a statement of eligibility, a temporary provisional, or a temporary certificate by the Education Professional Standards Board.

(2) The principal internship specified by KRS 161.027 shall take place when a person holding either a valid statement of eligibility, temporary provisional, or temporary certificate is employed as a principal or full-time assistant principal in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or is accredited by a regional or national accrediting agency.

Section 3. (1) The purposes of the Kentucky Principal Internship Program shall be:

(a) To provide beginning principals with the opportunity for learning under the supervision of experienced educators; and

(b) To provide continuing certification upon the demonstration of the principal intern's ability to meet the administrator standards developed by the Interstate School Leadership Licensure Consortium (ISSLC) established in Section 4(1) of this administrative regulation.

(2) These purposes shall be accomplished through the Kentucky principal internship committee which shall be assigned to supervise, assist, and assess the principal intern.

Section 4. (1) The administrator standards used in the assessment of the principal intern shall be as follows:

(a) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(b) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(c) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests, and needs, and mobilizing community resources;

(e) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and

(f) A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(2) The intern shall demonstrate to the principal internship committee the ability to meet the administrator standards through observations of performance and the preparation of a portfolio.

(3) The required entries in the portfolio shall be documentation which illustrates each of the administrator standards and the Kentucky Principal Internship Program professional growth targets.

Section 5. (1) Members of the principal internship committee shall include a principal mentor, employing school district superintendent or designee, and an administrator educator.

(2) The principal mentor shall be selected by the superintendent of the school district employing the principal intern.

(3) An individual selected to serve as a principal mentor shall have a minimum of three (3) years of experience serving as a principal while holding a valid Professional Certificate for Instructional Leadership-School Principal. The three (3) years of principal experience shall have been within five (5) years of appointment to the principal internship committee. Preference in selection shall be given to the following criteria in the order stated:

(a) A currently-employed principal within the intern's school;

(b) A currently-employed principal within the employing school district;

(c) A currently-employed principal in a nearby school district; or

(d) A recently-retired principal;

(4) If the district is unable to identify a principal mentor in accordance with the hierarchy established in subsection (3) of this section, the district shall request that the Education Professional Standards Board staff assist in the identification of a principal mentor.

(5) Selection of a principal mentor from another school district shall be subject to the approval of the superintendent of the proposed principal mentor. An assistant principal shall not serve in this capacity.

(6) The superintendent of the employing local school district shall serve on the committee or shall appoint a designee who has had experience as a principal or assistant principal.

(7) An administrator educator, who is a faculty member in a state-approved administrator training program at an institution of higher education, shall be appointed by the Education Professional Standards Board in consultation with the employing institution of higher education. Preference in selection shall be given to an administrator educator who has had experience as a principal or an assistant principal. If an administrator educator is not available, the Education Professional Standards Board staff shall identify a person who has had principal experience. Preference in selection shall be given in the following order:

(a) A district level administrator with previous principal experience in the employing district;

(b) A district level administrator with previous principal experience in a nearby school district; or

(c) A recently retired principal with a minimum of three (3) years of experience as a principal within a period of five (5) years prior to appointment to the principal internship committee.

Section 6. (1) Each member of the principal intern committee shall successfully complete a training program approved by the Education Professional Standards Board in the supervision, assistance, and assessment of principal interns.

(2) Updated training shall be required for an intern committee member if the member has not assessed an intern within the previous two (2) years.

(3) The cost of travel expenses incurred by trainers during the training shall be reimbursed to the universities by the Education Professional Standards Board in accordance with 200 KAR 2:006.

(4) Training sessions shall be scheduled during the summer months if possible.

(5) Training for all individuals assigned to principal internship committees shall be scheduled through an institution of higher education.

Section 7. (1) The period of internship shall include no less than 140 contract days during the term of employment covered by the contract with the school district.

(2) If a principal intern is employed after the school year has commenced, the period of internship shall not be less than 140 contract days. If less than 140 contract days remain in the school year when the principal intern is hired, the period of internship shall continue into the following school year until a minimum of 140 contract days has been completed.

Section 8. (1) The school district employing a principal intern shall submit a Confirmation of Employment in hard copy or its electronic equivalent, if available, to

the Education Professional Standards Board on or before July 15 of the employment year.

(2) If a principal intern is employed after July 15, the Confirmation Of Employment shall be submitted not later than twenty (20) calendar days following the principal intern's hire date.

(3) Upon receipt of the Confirmation of Employment, the Education Professional Standards Board shall appoint the administrator educator member to the principal internship committee.

Section 9. The superintendent of the employing school district shall provide an orientation meeting for each principal intern to clearly inform the intern of the requirements of the program. At that time, or as soon as possible thereafter, the principal intern shall be provided the names of the members of the principal internship committee.

Section 10. The employing school district shall provide the Education Professional Standards Board with the name, Social Security number, address, and telephone number for each principal mentor and superintendent or designee for each principal intern assigned within the district.

Section 11. (1) The superintendent of the local school district employing the principal intern shall schedule a meeting of the members of the principal internship committee to be held not later than fifteen (15) days following appointment of all committee members. At that time, the committee shall meet with the principal intern to clarify roles, procedures and expectations. The committee shall also select a chairperson who shall be responsible for scheduling all future visits and conferences and for the completion of required reports.

(2) The principal mentor shall spend a minimum of fifty (50) hours outside of scheduled school hours with the principal intern. The number of hours spent with the intern and the administrator standards and performance indicators addressed shall be reported to the principal internship committee at each committee meeting, and a final report of the total number of hours shall be made in writing by the committee to the superintendent of the local school district employing the principal intern. A copy of the committee's report confirming the number of hours spent by the principal mentor shall be submitted to the Education Professional Standards Board by the local school district in applying for reimbursement of funds as specified in Section 13(1) of this administrative regulation.

(3) Each committee member shall make a minimum of three (3) performance observations of the principal intern and conduct a review as described in subsection (4) of this section of the principal intern portfolio. Each observation shall be a minimum of three (3) hours in duration. Following each sequence of performance observations and portfolio review, all committee members shall meet to discuss observed performance and the portfolio. A conference shall then be held with the principal intern by committee members to provide information on the skill level on each administrator standard demonstrated and suggestions for professional growth.

(4) The committee shall follow these guidelines for scheduling a sequence of observations, portfolio review, meetings, and conferences:

(a) There shall be a minimum of thirty (30) work days between each formal sequence.

(b) Except for an internship provided pursuant to Section 7(2) of this administrative regulation, the three (3) sequences shall be completed by May 15.

(5) The final meeting of the principal internship committee shall include a decision reached by a majority vote regarding completion of the internship.

Section 12. (1) In arriving at a professional judgment of the completion of the internship, the committee shall consider the progress of the principal intern throughout the entire internship, with particular emphasis on the progress demonstrated during the final months of the internship.

(2) At the completion of the internship experience, the chairperson shall report to the Education Professional Standards Board and to the superintendent of the employing local school district, if the superintendent is not a member of the committee, the committee's decision regarding the principal intern's completion of the internship.

(3) If a principal intern's performance is judged by the internship committee to be unsatisfactory, the principal intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the principal intern does not successfully complete the internship during the period of validity of the statement of eligibility, the principal intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

Section 13. (1) The Education Professional Standards Board shall reimburse the school district employing the principal intern for the payment to each principal mentor of mileage expenses in accordance with 200 KAR 2:006. Contingent upon funding, the Education Professional Standards Board shall provide an amount not to exceed \$1,400 to each principal mentor as compensation for out-of-school time spent with the principal intern.

(2) The Education Professional Standards Board shall contract with institutions of higher education to pay an amount of \$300 for each administrator educator contingent upon funding, and for mileage expenses in accordance with 200 KAR 2:006. Each institution shall make its own determination as to the frequency of disbursement of funds received from this program.

(3) If the administrator educator member of the committee does not represent an institution of higher education, the Education Professional Standards Board shall reimburse the appropriate agency or individual for mileage expenses in accordance with 200 KAR 2:006. Contingent upon funding, the Education Professional Standards Board shall provide for an amount not to exceed \$300.

(4) All costs for the superintendent or designee, except travel reimbursement to attend required training, shall be the responsibility of the local school district.

(5) A payment to a member of a principal internship committee for a secondary vocational principal intern shall be administered by the Education Professional Standards Board with reimbursement through the Department of Workforce Investment, Education Cabinet.

Section 14. Appeals. (1) If an intern is determined by the principal internship committee to have been unsuccessful, the intern may appeal to the Education

Professional Standards Board within thirty (30) calendar days of the date of receipt of the notice of a finding of unsuccessful.

(2) The appeals committee shall include one (1) principal, one (1) superintendent or designee, one (1) administrator educator, and one (1) employee of the Education Professional Standards Board who shall serve as designee of the executive director.

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

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

(5)(a) The principal intern shall file the appeal within thirty (30) calendar days of the date written notice of failure of the internship is received by the principal intern by certified mail return receipt requested. If the principal intern failed to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail, the principal intern shall file the appeal within thirty-five (35) days of the date the notice is mailed to the principal intern's last known residence.

(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the principal internship committee. Each member may file a written response within fifteen (15) days of receipt.

(6)(a) The appeals committee shall review the written appeal by the principal intern, all committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the principal internship committee.

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

1. Evidence of the principal intern's ability to meet the requirements of the administrator standards;

2. Appropriate documentation of fifty (50) hours outside normal working hours spent by the principal mentor in assisting the principal intern;

3. Assignment of internship committee members in accordance with legal requirements;

4. Compliance with the requirements for the timing, content, reporting, and signing of principal performance records, meeting and observation forms, and principal mentor time sheets; and

5. Agreement between principal intern performance records, professional growth plans, principal mentor committee meeting reports, and the final decision of the committee.

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

(8) If the decision of the principal internship committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the principal intern.

(9) If the decision of the principal internship committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Principal Internship, unless:

(a) The principal intern has exhausted the two (2) year provision for participation in the Kentucky Principal Internship Program; or

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

(10) If, during the appeal process, it becomes evident that the principal internship committee has committed a procedural violation during the internship which makes it impossible to determine if the principal intern has been unsuccessful, the Education Professional Standards Board shall nullify the internship and allow the principal intern to repeat the internship without penalty.

(11) If the principal intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the principal intern may request a formal hearing under the provisions of KRS Chapter 13B. The principal intern shall file the request in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the principal intern.

(12) In notifying the principal intern of the board's decision, the Education Professional Standards Board shall send the decision of the board to the last known address of the principal intern. If the principal intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail, the principal intern shall file the request for a hearing in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the principal intern by certified mail.

Section 15. A principal intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Principal Internship Program shall not be eligible for a Kentucky principal certificate under this administrative regulation.

Section 16. The Kentucky Education Professional Standards Board shall collect and analyze data, on an annual or biennial basis, which permit evaluation of the Principal Internship Program covered by this administrative regulation.

Section 17. Incorporation by Reference: (1) The following material is incorporated by reference:

(a) "Statement of Eligibility/Confirmation of Employment" form, revised January 2006;

(b) "Assurance Agreement for an Assistant Principal Intern" form, revised April 2006;

(c) "Kentucky Principal Internship Program Observation" forms, revised April 2006;

(d) "KPIP Observation Summary" form, revised April 2006;

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- (e) "Professional Growth Targets", revised April 2006;
- (f) "Formative Portfolio Contents Checklist Sequences I and II", revised April 2006;
- (g) "Summative Portfolio Contents Checklist Sequence III", revised April 2006;
- (h) "Principal Mentor Time Sheet and Travel" form, revised April 2006;
- (i) "Progress Report on Principal Intern", revised April 2006;
- (j) "Summative Report on Principal Intern", revised April 2006;
- (k) "Committee Meeting Checklist", revised April 2006; and
- (l) "Interstate School Leaders Licensure Standards Growth Assessment", revised April 2006.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m. (14 Ky.R. 1996; eff. 5-9-88; Am. 23 Ky.R. 3420; 3765; eff. 5-12-97; 25 Ky.R. 2953; 26 Ky.R. 383; eff. 8-2-99; recodified from 704 KAR 20:470, 7-2-2002; 33 Ky.R. 1104; 1513; eff. 1-5-07.)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item, Waiver C

Action Item:

Request for Waiver of 6 New Graduate Hours for the Renewal of a Certificate

Applicable Statute or Regulation:

16 KAR 2:010 Section 3 (2)

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive the requirement of fifteen (15) new graduate hours applicable to the fifth-year program for the initial five-year renewal of a certificate?

Background:

Ms. Nevia Springer is requesting a waiver of the requirement for fifteen new graduate hours leading toward a fifth-year program as outlined in 16 KAR 2:010. Her Professional Certificate for Teaching Elementary School, Grades P-5, expires on June 30, 2007, and Ms. Springer is requesting a waiver due to her contention that a medical condition has prevented her from completing this course work. Ms. Springer has previously received a one-time, one-year extension (for the 2003-04 school year) on her certificate from the EPSB staff as permitted by regulation. (See under separate cover for the basis of Ms. Springer's request.)

Alternative Actions:

1. Approve the waiver request.
2. Do not approve the waiver request.

Contact Person:

Mr. Michael C. Carr, Director
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Executive Director

Date:

May 14, 2007

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16 KAR 2:010. Kentucky teaching certificates.

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

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

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

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

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

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

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

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

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

(7) "Experienced teacher standards" means the standards established in 16 KAR 1:010 that identify what an effective experienced teacher shall know and do.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) An approved program of preparation; and

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

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

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

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

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

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

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

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

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

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

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

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(b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.

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

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

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

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

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

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

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

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

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

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

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

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

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

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

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

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following specializations:

1. English;

2. Mathematics;

3. Social studies;

4. Biology;

5. Chemistry;

6. Physics; or

7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following specializations:

1. Agriculture;

2. Business and marketing education;

3. Family and consumer science;

4. Industrial education; or

5. Technology education;

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

1. Art;

2. A foreign language;

3. Health;

4. Physical education;

5. Integrated music;

6. Vocal music;

7. Instrumental music; or

8. School media librarian;

(g) Grades primary through twelve (12) for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one (1) or more of the following disabilities:

1. Learning and behavior disorders;

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver D

Action Item:

Exceptional Children Teacher Assignment Waivers

Applicable Statute and/or Regulation:

16 KAR 4:020

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the teaching assignment waiver(s) as recommended by the Division of Exceptional Children Services (DECS) and EPSB staff?

Background:

In May 2000, the EPSB approved the Waiver of Assignment Requirements for Teachers of Exceptional Children (16 KAR 4:020, Section 4) Policy and Procedure (copy attached). Staff and DECS recommend that the following assignment waivers be approved:

Christian County Nicole Poindexter	Current Certification LBD	Assignment FMD
Crittenden County Mildred Hughes	Current Certification FMD	Assignment LBD
Eminence Independent Kari Hyatt	Current Certification LBD	Assignment FMD
Garrard County Johnny Yates	Current Certification LBD	Assignment FMD
Henry County Tracy Lyons Melissa Burkhardt Chris Engstrand Hillary Whitaker	Current Certification LBD LBD LBD LBD	Assignment FMD FMD FMD FMD
Owen County Heather Marsh Diana Shepherd	Current Certification FMD FMD	Assignment LBD LBD

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Pulaski County

Sherry Dick
Josh Roberts

Current Certification

LBD
LBD

Assignment

FMD
FMD

Shelby County

Tara Stewart

Current Certification

LBD

Assignment

FMD

Alternative Actions:

1. Approve staff recommendations
2. Modify and approve staff's recommendations
3. Do not approve staff's recommendations

Staff's Recommendations:

Alternative 1

Rationale:

Approval is in keeping with the enabling legislation and all DECS recommendations have been reviewed by staff.

Contact Person:

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Executive Director

Date:

May 14, 2007

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16 KAR 4:020. Certification requirements for teachers of exceptional children.

RELATES TO: KRS 157.200, 157.250, 161.020, 161.028(1), 161.030, 161.100, 20 U.S.C. 1221(e), 1400-1419

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a)

NECESSITY, FUNCTION, CONFORMITY: KRS 161.020 and 161.028 require the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate for all public school positions, including those for teaching exceptional children. This administrative regulation establishes the certification requirements for teachers of exceptional children.

Section 1. Certification Requirements for Assignment of Special Education Personnel. (1) Mild mental disability (MMD). A teacher holding the following certification shall be assigned to serve pupils with mild mental disabilities at any grade level:

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(2) Orthopedic impairment (OI).

(a) A teacher holding the following certification shall be assigned to serve pupils with orthopedic impairments at any grade level:

1. Certification for orthopedically handicapped or physically handicapped, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

2. Certification for teaching exceptional children.

(b) A teacher possessing one (1) of the certificates identified in paragraph (a)2 of this subsection shall be assigned based on the learning characteristics and services needs of the child.

(3) Other health impairment (OHI).

(a) A teacher shall be assigned to serve pupils identified as other health impaired at any grade level based upon the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified as other health impaired shall possess a certificate for teaching exceptional children.

(4) Specific learning disability (LD). A teacher holding the following certification shall be assigned to serve pupils with learning disabilities at any grade level:

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(5) Developmental delay (DD). A teacher holding the following certification shall be assigned to serve pupils with developmental delay at any grade level:

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(6) Emotional-behavioral disability (EBD).

(a) A teacher holding the following certification shall be assigned to serve pupils identified as emotional-behavioral disabled at any grade level:

1. Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12);

2. Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

3. Certification for teaching exceptional children.

(b) A teacher possessing one (1) of the certificates identified in paragraph (a)6 of this subsection shall be assigned based on the learning characteristics and services needs of the child.

(7) Functional mental disability (FMD). A teacher holding the following certification shall be assigned to serve pupils with functional mental disabilities at any grade level:

(a) Certification for trainable mentally handicapped, grades K-12;

(b) Certification for teaching the trainable mentally retarded, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12);

(c) Certification for teaching the severely and profoundly handicapped at any grade level; or

(d) Certification for teaching the moderately and severely disabled, grades P-12.

(8) Multiple disabilities (MD).

(a) A teacher shall be assigned to pupils at any grade level who have multiple disabilities consistent with the nature of each of the student's different disabilities and based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils with multiple disabilities shall possess a certificate for teaching exceptional children.

(9) Deaf-blindness.

(a) A teacher shall be assigned to serve pupils identified with deaf-blindness at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified with deaf-blindness shall possess a certificate for teaching exceptional children.

(10) Autism.

(a) A teacher shall be assigned to serve pupils identified with autism at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified with autism shall possess a certificate for teaching exceptional children.

(11) Traumatic brain injury (TBI).

(a) A teacher shall be assigned to serve pupils identified as having a traumatic brain injury at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified as having a traumatic brain injury shall possess a certificate for teaching exceptional children.

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(12) Hearing impaired (HI). A teacher holding the following certification shall be assigned to serve pupils with hearing impairments at any grade level:

(a) Certification for teaching the hard of hearing, deaf, or hearing impaired, grades K-12, one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

(b) Certification for teaching the hearing impaired, grades P-12.

(13) Visually impaired (VI). A teacher holding the following certification shall be assigned to serve pupils with visual impairments at any grade level:

(a) Certification for teaching the partially seeing, blind, or visually impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

(b) Certification for teaching the visually impaired, grades P-12.

(14) Communication disorders. A teacher holding the following certification shall be assigned to serve pupils who have been identified as needing instruction for speech or language disorders at any grade level:

(a) Certification for speech and hearing, grades one (1) through twelve (12);

(b) Certification for speech and communication disorders, grades K-12; or

(c) Certification for communication disorders, grades P-12.

Section 2. Certification Requirements for Assignment of Interdisciplinary Early Childhood Education Teachers for the Provision of Special Education Services. (1) A teacher holding the following qualifications shall be assigned to serve birth to primary pupils who have been identified as needing special education services:

(a) Certification for interdisciplinary early childhood education offered under 16 KAR 2:140 and 16 KAR 2:040;

(b) Exemption identified in 16 KAR 2:040; or

(c) Qualifications set forth in 704 KAR 3:410, Section 7(1)(a).

(2) A special education teacher identified in Section 1 of this administrative regulation shall not be precluded from providing services in the teacher's certification area to birth to primary pupils with disabilities if that certification is valid for the primary ages.

Section 3. Probationary and Emergency Provisions. (1) If no regularly certified teacher as delineated in Sections 1 and 2 of this administrative regulation is available to provide the special education services, the local district may employ a teacher certified on a probationary status under 16 KAR 2:160.

(2) If no probationary certified special education teacher is available, the district may employ a teacher certified on an emergency status under the requirements of KRS 161.100 and 16 KAR 2:120.

Section 4. Waiver Requests for Teacher Assignment. (1) Local school districts which need to assign teachers to teach classes or pupils, with the exception of pupils receiving services for communication disorders, not consistent with the above criteria shall request a waiver for the teacher assignment through the Kentucky Department of Education, Office of Special Instructional Services, Division of Exceptional Children and be approved by the Education Professional Standards Board.

(2) The Education Professional Standards Board and Department of Education shall give consideration for this approval based on information provided by the local school district in its request. The request shall:

(a) Be made prior to September 15 or within fifteen (15) school days of the need for assignment if it occurs after September 15 of the school year for which a waiver is requested; and

(b) Include:

1. The teacher's name, school assignment, certificate number, class plan assignment, and current certification;

2. A listing of pupils currently served by category of exceptionality;

3. A listing of pupils the district is requesting to be served by exceptionality; and

4. Any other relevant information which the district wishes to have considered in the decision-making process.

(3) Following consideration by the Department of Education and approval by the Education Professional Standards Board, the local district shall be promptly notified of the decision on the waiver request.

(4) The assignment shall not exceed the length of the school year for which it was initiated. (26 Ky.R. 2124; Am. 27 Ky.R. 405; eff. 8-14-2000; recodified from 704 KAR 20:740, 7-2-200)