EPSB Meeting Agenda[1]
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
September 24, 2007

Sunday, September 23, 2007

4:00 PM – 6:00 PM Accreditation Orientation
EPSB, Conference Room A

6:15 PM – 8:00 PM Informal Board Dinner at Johnny Carino's
(Franklin Square, Frankfort, KY)
NO BUSINESS WILL BE CONDUCTED

Monday, September 24, 2007

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

Approval of August 27, 2007 Minutes (Pages 1-20)

Open Speak

Report of the Executive Director

A. Report from the Kentucky Department of Education (Mr. Michael Dailey)

B. Report from the Council on Postsecondary Education (Dr. Jim Applegate)

Report of the Chair

Appointment of Task Force to Review the Continuing Education Option (CEO)

Committee Reports

A. Nominating Committee

B. Evaluation of the Executive Director Committee

Information/Discussion Items

A. Awarded Contracts (Mr. Gary Freeland) **(Pages 21-22)**

B. Biennium Budget (Mr. Freeland) **(Pages 23-24)**

C. Expense Reimbursement Procedure (Mr. Freeland) **(Pages 25-26)**

D. New Teacher Survey (Ms. Cindy Owen) **(Pages 27-28)**

Action Items

A. 2007 Title II Report (Dr. Marilyn Troupe) (**Pages 29-30)**

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

B. Kentucky Teacher Internship Program (KTIP)/Interdisciplinary Early Childhood Development (IECE) Teacher Performance Assessment Plan (Ms. Owen) **(Pages 31-34)**

C. Using Praxis II Early Childhood Content Knowledge (0022) as an Instrument for Determining Whether an IECE Teacher is Highly Qualified (Ms. Owen) **(Pages 35-38)**

D. Campbellsville University: Accreditation of the Educator Preparation Unit and Approval of Programs (Dr. Troupe) **(Pages 39-48)**

E. St. Catharine College: Stage Three of the Developmental Process for New Educator Preparation Programs (Dr. Troupe) **(Pages 49-52)**

F. Midway College: Accreditation of the School for Career Development (Dr. Marilyn Troupe) **(Pages 53-58)**

G. 16 KAR 1:010: Standards for Certified School Personnel, *Amendment*, Final Action (Dr. Troupe, Ms. Alicia Sneed) **(Pages 59-72)**

H. The Master's and Planned Fifth-Year for Rank Change Programs: 16 KAR 2:010. Kentucky Teaching Certificates, 16 KAR 4:010. Qualifications for Professional School Positions, and 16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs; *Amendment, Final Action*. 16 KAR 8:022. Repealer for 16 KAR 8:021, *Final Action* (Dr. Troupe, Ms. Sneed, Mr. Michael Carr) **(Pages 73-168)**

I. Emergency Non-Certified Substitute Program Approvals (Mr. Carr) **(Pages 169-174)**

J. Kentucky Teacher Internship Program (KTIP) Appeals (Ms. Cindy Owen, Ms. Sneed, Mr. Gary Stephens) **(Pages 175-178)**

K. Continuing Education Option Charter and Appointments (Ms. Owen) **(Pages 179-188)**

Waivers

A. 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements – Dr. Brenda Priddy on behalf of Mr. Jim Campbell (Dr. Troupe) **(Pages 189-192)**

B. 16 KAR 6:010. Request to Waive the Kentucky Content Assessment Requirements for Middle School and Secondary English Certification- Ms. Jamie Marsh (Ms. Owen) **(Pages 193-198)**

C. 16 KAR 6:010. Request to Waive the Kentucky Assessment Requirement for Secondary Social Studies certification- Mr. Jeremy Thomas (Ms. Owen) **(Pages 199-206)**

D. 16 KAR 4:020. Exceptional Children Teacher Assignment Waivers (Mr. Carr) **(Pages 207-210)**

E. 16 KAR 8:020. Request to Waive the Requirements for Rank II- Ms. Edith Ballestero (Mr. Carr) **(Pages 211-214)**

F. 16 KAR 3:050. Request for Principal Certification with Completion of a Fifth-Year Program – Ms. Re Nea Riddle (Mr. Carr) **(Pages 215-217)**

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:
October 22, 2007
EPSB Offices
Frankfort, KY

The actions delineated below were taken in open session of the EPSB at the August 27, 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
August 27, 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
Allan Paul
Zenaida Smith
Tom Stull
Lorraine Williams
Cynthia York

Members Absent:

Kris Gregory
Kent Juett
Rita Presley

Call to Order

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

Amendment of the August 27, 2007 Agenda

Motion made by Ms. Lydia Coffey, seconded by Dr. Jim Cibulka, to amend the agenda to add Action Item, Waiver I. 16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements – Dr. James Cibulka on behalf of Mr. John Wheeler and Ms. Barbara Kok; Action Item, Waiver J. 16 KAR 7:020. Request to Waive Requirement that Assistant Principals hold a Full-Time Position to Participate in KPIP – Kenton County; Action Item, Waiver K. 16 KAR 7:020. Request to Waive Requirement that a Principal Mentor have a Minimum of Three (3) Years Experience Serving as a Principal – Metcalfe County; and Information Item I. Continuing Education Option (CEO) Issues.

Vote: *Unanimous*

Approval of June 18, 2007 Minutes

Motion made by Dr. Frank Cheatham, seconded by Dr. Cibulka, to approve the June 18, 2007 minutes.

Vote: *13 – Yes*
1 – Recuse (Dr. Sam Evans)

Open Speak

There were two requests for open speak.

Ms. Tracy Dunn asked the board to consider her waiver request on the August agenda, Action Item, Waiver E. to waive the required teaching experience for Director of Special Education certification. She stated that she has been in education for 20 years and has served as a teacher, principal, and director of federal programs. She recently received a master's degree in special education and stated that she appreciated the board's consideration of her waiver request.

Superintendent Tim Hanner addressed the board regarding his support of Ms. Tracy Dunn's waiver request and concern for the inadequate funding of the Kentucky Teacher Internship Program (KTIP) among Northern Kentucky Cooperative for Educational Services (NKCES) and Northern Kentucky superintendents. He discussed a letter addressed to the board from Dawn Tackett, Executive Director of NKCES, describing the cooperative's concern about inadequate KTIP funding. He stated that the cooperative strongly supports and takes pride in KTIP and believes it strengthens the teaching core. Cooperative members fear that a possible stipend reduction to resource teachers may create a lack of confidence in the KTIP program. Superintendent Hanner stated that NKCES members are willing to assist the EPSB to ensure that resource teacher stipends are not reduced. He suggested that legislation be sought to adequately support the KTIP program.

Report of the Executive Director

Report from the Council on Postsecondary Education (CPE)

Mr. John DeAtley updated the board on recent CPE events. CPE released a Request for Proposals (RFP) for individuals interested in serving on an evaluation team for Ed.D. programs in Kentucky**.** Interested individuals may check the CPE website for information or email Mr. DeAtley, and he will forward the RFP information. The RFP's are due December 20th. The Principal's Academy has been awarded to the University of Kentucky and University of Louisville. Recruitment for the first cohort will begin in the fall with implementation scheduled for summer 2008. Mr. DeAtley further reported that President Tom Layzelle's last day as CPE President will be Friday, August 31st.

Report from the Kentucky Department of Education (KDE)

Mr. Michael Dailey reported that Steve Schenck is recovering well from his surgery.

Recognition

Dr. Rogers recognized Dr. Marilyn Troupe for her ten years of service to the EPSB.

Report of the Chair

Chairman Stull made the following appointments and reappointments:

Appointment of Nominating Committee for Chair and Vice Chair:

Ms. Kristin Gregory (Chair), Ms. Lydia Coffey, and Ms. Lorraine Williams

Appointment of Committee for Annual Evaluation of Executive Director:

Sam Evans (Chair), Rebecca Goss, Jennifer Forgy, Frank Cheatham, and Lorraine Williams

Appointments and Replacements for Kentucky Advisory Council on Internships (KACI):

Aimee Webb will replace Nancy Hack and Cherry Proctor will replace Deborah Brown.

Committee Reports

Report of the Evaluation of the Executive Director Committee

Dr. Sam Evans reported that an executive director evaluation protocol was developed in spring 2006. The current protocol calls for evaluations to be mailed to staff and EPSB members by October 1st and returned by October 15th. Dr. Evans stated that these dates do not allow enough time for evaluations before the end of the year.

2007-057

Motion made by Dr. Sam Evans, seconded by Ms. Lydia Coffey, to change the procedures for the evaluation of the executive director. The evaluations should be mailed to staff and EPSB members by September 1st and returned by September 15th.

Vote: *Unanimous*

Information/Discussion Items

Kentucky Teacher Internship Program (KTIP)/Interdisciplinary Early Childhood Development (IECE) Teacher Performance Assessment Plan

Ms. Cindy Owen reported that since 16 KAR 7:010 requires that all new interns use the TPA beginning January 1, 2008, a workgroup was developed in the fall of 2006 to explore the possibility of developing a TPA for IECE internship. It was the consensus of the group that a TPA should be drafted for IECE internships because of the TPA's focus on student performance. The group drafted, through the input from each university, a KTIP IECE TPA Intern Performance Record (IPR) and a KTIP IECE TPA Handbook. In order for IECE interns to adhere to the same schedule as regular interns in using the TPA by January 1, 2008, the board must waive the use of the IECE Observation Instrument at the September EPSB meeting and allow the use of the KTIP IECE TPA IPR. If the use of the current observation instrument is waived, a design committee member training would be held in October for the first cohort of KTIP IECE TPA interns. Committee members would be trained in November and December of 2007 for the first cohort.

June 2007 Test Reviews and Standard Setting Study

In June test reviews were conducted for eight (8) current tests, and one (1) standard setting study was held. The standard setting study was conducted on *Early Childhood Content Knowledge (0022*) to ascertain its validity for determining whether an IECE teacher is highly qualified to teach core academic subject matter at the kindergarten level. This test would serve as an option for IECE teachers who teach kindergarten and wish to be deemed highly qualified; it would not be required for certification. Currently, IECE teachers may only use

the HOUSSE Index to be deemed highly qualified and since the federal government has asked for HOUSSE to be phased out, this new test would give IECE teachers another option.

Discussion ensued among the board. Dr. Cibulka asked why most of the panelists for the school psychologist test accepted a cut score lower than what was recommended by the National Association for School Psychologists (NASP). Ms. Owen explained that the panelists believed that some of the content was not applicable to school psychology, as the test is not designed solely for school psychologists. Dr. Cibulka stated that in the future it would be helpful for staff to present the national percentile for cut scores when the board examines test review results. Ms. Owen stated that she will bring this matter back as an action item in September and provide the EPSB members with the national percentile of cut scores for each of the presented tests.

2008 Legislative Agenda

Ms. Alicia Sneed notified the board that EPSB staff is proposing two items be placed on the legislative agenda for the upcoming legislative session. The first proposed item is to fully fund the KTIP and KPIP budget along with a request to add language to allow for Necessary Government Expenditures (NGE) when needed. The second proposed item is to amend the alternative certification statute to broaden the Troops to Teachers alternative route program to allow the admission of military reservists. This change would mirror federal legislation. Ms. Sneed asked for board input on other possible legislative agenda items. Ms. Lorraine Williams asked if the EPSB may consider adding legislative language to require reading and math courses at the college level. Ms. Sneed informed her that legislative action would not be needed to make this change. If the board formulates a plan, it may be placed in regulation. The legislative agenda will be brought back to the board as an information item in September.

Report on the Preparation of Math and Science Teachers

Dr. Marilyn Troupe reported that the board asked EPSB staff to develop a plan during the summer retreat to improve the preparation of math and science teachers. After the retreat Dr. Rogers asked Mr. Terry Hibpshman to conduct research on the subject.

Noting his concerns with math and science preparation at the elementary level, Dr. Cibulka supported the recommendation to develop a task force. Dr. Evans felt there should not be a major focus on math and science four-year programs. Mr. DeAtley requested that the task force discuss the integration of developmental education into teacher educator preparation programs. This item will be brought back in October with task force recommendations.

16 KAR 1:010: Standards for Certified School Personnel, Amendment, Notice of Intent

Dr. Evans asked that EPSB staff ensure Kentucky teacher standards are aligned with KTIP. Dr. Troupe assured Dr. Evans that the Kentucky Teacher Standards and the KTIP timeline will be aligned and informed him that the new standards should not be implemented until the regulation becomes final at the beginning of 2008. This will be brought back in September as an Action Item.

The Master's for Rank II Redesign Programs: *Amendment*, Notice of Intent for16 KAR 2:010, 16 KAR 4:010, and 16 KAR 5:010. *Repeal*, Notice of Intent for 16 KAR 8:021

Mr. Carr and Dr. Troupe reported on the proposed regulation changes that will take place as a result of the master's redesign. Dr. Evans asked if adding language that a major is required will impact alternative route programs. Mr. Carr explained that alternative route programs will not be affected because these programs are in another regulation and stand alone.

Dr. Evans expressed his concern with 16 KAR 4:010 proposed section six (6) in allowing individuals to become a reading program consultants when it's possible that they may have little background in reading. Mr. Carr proposed that the language be modified to read that individuals must be certified as a reading specialists or as elementary consultants with appropriate training in reading instruction as verified by the local school district.

Dr. Evans asked that language in 16 KAR 5:010 proposed section twelve (12) be changed from Rank I and Rank II programs to Planned Fifth Year Program for Rank II. He also stated that language in section 12 pertaining to the unit's method to incorporate interpretation and analysis of annual P-12 student achievement data in programs will require discussion on how to complete this requirement.

Ms. Jennifer Forgy asked why the Kentucky Education Association is incorporated within EPSB regulation. She voiced her concerns that some quality teachers may be overlooked to serve on the Board of Examiners because they do not belong to an education association. Dr. Troupe explained that although this language has been in regulation since its inception, she has never denied a teacher the opportunity to serve on the BOE of not belonging to an education association.

This will be brought back in September as an action item. Dr. Troupe will also provide the protocol guidelines that are incorporated by reference for the board to review.

Financial Report for Fiscal Year 2007

Mr. Gary Freeland reported on the EPSB financial report for fiscal year 2007. He stated that all of the EPSB's general fund money was used in fiscal year 2007. Out of the $500,000 of controllable expenses, the agency managed to save $200,000 to allocate toward the KTIP. Fiscal year 2008 funds were used to pay for $195, 967 of fiscal year 2007 KTIP expenses. Mr. Freeland stated that it is very possible the agency will continue to draw the cash balance down in fiscal year 2008.

Awarded Contracts

Mr. Freeland reported to the board that James Roe was awarded a personal service contract in the amount of $4,796.06 for video production of the Troops to Teachers program.

Continuing Education Option (CEO) Issues

Dr. Evans raised concerns about the CEO program, asking that the EPSB review the program due to upcoming changes to the master's program. He asked that the board consider a task

force to review the CEO, suspending the CEO admission process until the program is reviewed. EPSB staff will bring task force recommendations in September.

Approval of Contracts

2007-058

Motion made by Dr. Cibulka, seconded by Dr. Cheatham, to authorize the executive director to enter into the proposed contracts and modifications for Dr. Kathy O'Neill in the amount of $20,000.00; KDE, up to $20,000; a contract attorney in the amount of $25,000; KEDC in the amount of $38,100, Valerie Sanders in the amount of $2,500; and Anna Bruce Kostelnik in the amount of $2,500.

Vote: *Unanimous*

Discussion ensued regarding the CEO contract expenses. Mr. Freeland explained that EPSB staff hopes to eliminate the need for CEO contracts in the future.

Alternative Route to Certification Proposal: University of Louisville, Administrator Certification, Option 6

2007-059

Motion made by Ms. Lorraine Williams, seconded by Dr. Cibulka, to approve the University of Louisville's alternative route to certification proposal for administrator certification, Option 6.

Vote: *Unanimous*

Request to be Recognized as a Kentucky Educator Preparation Institution to Offer the Master of Education and Rank I Programs, Indiana Wesleyan University (IWU)

Dr. Marilyn Troupe introduced Dr. Pat Franklin, Kentucky director of graduate studies and education and Kentucky education unit head for IWU. The IWU president wrote a letter of intent to become a Kentucky institution. Dr. Troupe explained that IWU, headquartered in Marion, Indiana, has functioned as an Indiana university, and EPSB staff has traveled to Indiana for accreditation purposes. After the board's Jan 22, 2007 decision, the accreditation process ended for IWU. The university representatives were instructed by the board that they would need to resubmit to be accredited as a Kentucky institution. The IWU president requested in the letter of intent that the university not be required to go through the developmental stage for becoming a Kentucky institution.

2007-060

Motion by Ms. Lorraine Williams, seconded by Ms. Zenaida Smith, not to accept the letter of intent as written.

Discussion ensued. In light of issues raised during discussion, Ms. Williams and Ms. Smith rescinded the motion and second.

Lengthy discussion ensued regarding IWU's compliance since the January 2007 decision. The board questioned whether IWU had complied with the board's intent.

2007-061

Motion made by Dr. Sam Evans, seconded by Ms. Williams, to not accept the IWU Letter of Intent as presented.

Vote: *Unanimous*

16 KAR 3:040. Request to Waive Teaching Experience for Director of Special Education Certificate – Ms. Tracy Dunn

2007-062

Motion made by Mr. Lonnie Anderson, seconded by Ms. Jennifer Forgy, to approve the waiver request and accept related educational experience for the minimum of one year of exceptional child classroom experience for Director of Special Education certification.

Vote: *13 – Yes*
1 – Recuse (Tom Stull)

16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements – Dr. James Cibulka on behalf of Mr. John Wheeler and Ms. Barbara Kok

2007-063

Motion made by Dr. Sam Evans, seconded by Mr. John DeAtley, to waive the cooperating teacher eligibility requirements for Mr. John Wheeler and Ms. Barbara Kok for fall 2007.

Vote: *13 – Yes*
1 – Recuse (Jim Cibulka)

16 KAR 7:010. Request to Waive Language Regarding December Payments to Resource Teachers

Mr. Gary Freeland reported that EPSB staff heard the messages from superintendents across the state that they did not want to reduce the stipend. He presented two scenarios to the board that will allow the agency to pay the $1,400 resource teacher stipends.

The first and best scenario is that the agency receive a current year appropriation adjustment. Mr. Freeland spoke with the Education Cabinet and the Governor's Office for Policy and Management (GOPM) government analyst. Both supported the EPSB's request for a current year appropriation adjustment. The GOPM government analyst was impressed that the

agency managed to save money and contribute to solving the KTIP funding problem. The EPSB contributed $450,000 from other funding areas toward the KTIP in fiscal year 2007.

Mr. Freeland sent a request to GOPM for $963,000 to fully fund KTIP and $83,000 to fully fund KPIP for fiscal year 2008. This figure allows for a 2% increase in the number of KTIP interns from 2007. The approval of this request will not be known until around April of 2008, but Mr. Freeland will know within the next few months if the EPSB's request will be placed in the budget bill. If the request is included in the budget in January, the General Assembly will make its final decision in April. In the meantime, the agency will continue to operate by conserving money in order to pay the $1,400 stipend to resource teachers.

If the agency does not receive a current year appropriation adjustment, it will still commit to the $1,400 resource teacher stipend. To do so, the agency will need to find $1 million. The agency's plan is as follows: 1) conserve $200,000 in operating expenditures as it did in fiscal year 2007 by restricting travel and purchases 2) use $200,000 from the National Board Incentive Trust Fund 3) use $ 300,000 in current appropriations for National Board 4) use $300,00 from a federal Perkins grant used to reimburse Career and Technology Education teachers in the KTIP program. With this plan, it is projected that $200,000 in KTIP expenses will be carried over into fiscal year 2009.

Both scenarios will allow for resource teachers to receive a full stipend, but doing so will deplete both the agency's cash balance and the National Board Incentive Trust Fund, and put the agency in a financial bind. Mr. Freeland expressed his confidence, however, that the agency will receive some type of adjustment from the governor's office.

<u>16 KAR 6:010. Request to Waive Kentucky Content Assessment Requirements for Secondary English and/or Secondary Mathematics - Ms. Noelle Carpenter</u>

2007-064

Motion made by Dr. Cibulka, seconded by Ms. Lydia Coffey, to accept the MTTC English (02) in place of the Praxis II English Language, Literature, and Composition: Content Knowledge (0041); do not accept the MTTC English (02) in place of the Praxis II English Language, Literature, and Composition: Essays (0042); accept the MTTC Mathematics (22) in place of the Praxis II Mathematics: Content Knowledge (0061); and do not accept the MTTC Mathematics (22) in place of the Mathematics: Proofs, Models, and problems, Part 1 (0063).

<u>16 KAR 6:010. Request to Waive Written Examination Prerequisites for Teacher Certification - Ms. Shatha Shakir</u>

2007-065

Motion made by Mr. Lonnie Anderson, seconded by Ms. Williams, to deny the waiver request to not be required to pass the Education of Exceptional Students: Core Content Knowledge (0353) test.

Vote: *Unanimous*

Expressing her concern for this individual and others who have difficulty passing tests because of language barriers, Ms. Smith expressed her concern for this individual and others that have difficulty passing tests because of language barriers and would like the board to help these individuals receive assistance. Ms. Williams did not feel that finding assistance for teachers was within the purview of the board; ensuring teacher quality is. Board attorney Diane Fleming stated that professional organizations are often utilized to help professionals who need assistance and perhaps this individual could seek help from a professional organization. Ms. Jennifer Forgy stated that Ms. Shakir may wish to have conversations with Northern Kentucky University since the board recently approved a program for NKU to teach Arabic.

16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Mr. Gary Baker

2007-066

Motion made by Ms. Williams, seconded by Ms. Coffey, to waive the requirement for Mr. Gary Baker that one-third of the renewal requirement be completed before a one-time, one-year extension be granted.

Dr. Evans expressed his concern that it appears the teacher is away from the school setting a number of days throughout the course of the year which may negatively impact students.

Vote: *12 – Yes*
2 – No (Lonnie Anderson; Sam Evans)

16 KAR 2:010. Request to Waive Experience Requirement for Issuance of the TC-HQ Certification Process – Kristen Eichler

2007-066

Motion made by Ms. Coffey, seconded by Dr. Cheatham, to not waive the requirement of experience used for the TC-HQ certification process to be "in the area of certification being sought" for Ms. Kristen Eichler.

Vote: *Unanimous*

16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Ms. Peggy Petrone

2007-067

Motion made by Dr. Cibulka, seconded by Mr. DeAtley, to waive the requirement for Ms. Peggy Petrone that one-third of the renewal requirement be completed before a one-time, one-year extension be granted.

Vote: *Unanimous*

16 KAR 4:060. Request to Waive 1/3 of the Renewal Requirement for a One-Time Certificate Extension – Ms. Heather Turner

2007-068

Motion made by Mr. DeAtley, seconded by Ms. Williams, to waive 1/3 of the renewal coursework requirement for a one-year extension of Ms. Heather Turner's teaching certificate.

Vote: *Unanimous*

16 KAR 7:020.Request to Waive Requirement that Assistant Principals hold a Full-Time Position to Participate in KPIP – Kenton County

2007-069

Motion made by Mr. Lonnie Anderson, seconded by Ms. Coffey, to waive the regulatory requirement that assistant principals hold a full-time position to participate in KPIP for two new half-time assistant principals in Kenton County.

Vote: *Unanimous*

16 KAR 7:020. Request to Waive Requirement that a Principal Mentor have a Minimum of Three (3) Years Experience Serving as a Principal – Metcalfe County

2007-070

Motion made by Ms. Coffey, seconded by Mr. DeAtley, to not waive the regulatory requirement that an individual selected to serve as a principal mentor have a minimum of three (3) years of experience serving as a principal.

Vote: *13 - Yes*
1 – Recuse (Sam Evans)

Board Comments

There were no board comments.

DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
August 27, 2007

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

Vote: *Unanimous*

Motion made by Ms. Lydia Coffey, seconded by Mr. Lonnie Anderson, 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, James Cibulka, Jennifer Forgy, Cynthia York, Frank Cheatham, Lonnie Anderson, Allan Paul, Rebecca Goss, Lorraine Williams, Lydia Coffey, Michael Dailey, and John DeAtley.

Attorneys present were Alicia A. Sneed, Diane Fleming, and Gary A. Stephens.

INITIAL CASE REVIEW

Case Number	Decision
07-0474	Hear
07-0232	Hear
07-0484	Hear
07-0594	Hear
07-0479	Hear
07-0592	Admonish
07-0585	Defer for proof
07-0481	Hear
07-0596	Admonish
07-0483	Admonish
07-0597	Hear
07-0460	Defer for proof
07-0351	Defer for proof
07-0473	Hear
07-0477	Hear
07-0590	Hear
07-0480	Hear
07-0587	Hear (*Mr. Paul, recused*)
07-0595	Admonish
07-0586	Hear
07-05102	Hear
07-0591	Admonish
07-05101	Hear
07-06106	Hear
07-05100	Hear
07-0482	Hear
07-06113	Hear
07-0476	Hear

07-0346	Hear
07-0471	Hear
07-06105	Hear
07-0593	Hear
07-0222	Hear
07-0588	Hear
07-0598	Hear
07-0478	Defer for proof
07-05103	Hear
07-06110	Hear (*Ms. Coffey, recused*)
06-09224	Dismiss Without Prejudice
06-11261	Dismiss Without Prejudice
05-10188	Hear
06-05104	Dismiss Without Prejudice
07-0231	Dismiss Without Prejudice

Character/Fitness Review

Case Number	Decision
07-070	Deny
07-067	Approve
07-063	Approve
07-076	Approve
07-077	Approve
07-078	Approve
07-079	Approve
07-081	Approve
07-083	Approve
07-084	Approve
07-085	Approve
07-086	Approve
07-087	Approve
07-090	Approve
07-091	Approve
07-065	Approve
07-075	Approve
07-088	Approve
07-092	Approve
07-093	Approve
07-094	Approve
07-095	Approve
07-097	Approve
07-080	Approve
07-089	Approve
07-098	Approve
07-099	Approve

07-082	Approve
07-096	Approve
07-100	Approve
07-102	Approve
07-103	Approve
07-104	Deny
07-105	Approve
07-108	Approve
07-109	Approve
07-110	Approve
07-107	Approve
07-112	Approve
07-115	Approve
07-114	Defer
07-116	Approve
07-117	Approve
07-118	Approve
07-119	Approve
07-120	Approve
07-121	Approve
07-122	Approve
07-106	Approve
07-123	Approve
07-124	Approve
07-125	Approve
07-126	Approve
07-127	Defer
07-128	Approve
07-129	Approve
07-130	Approve
07-132	Approve
07-131	Approve
07-133	Approve
07-134	Approve
07-135	Approve

Agreed Orders

Case Number	Decision
06-12283 (Joyce Scott)	Accept agreed order suspending Respondent's certificate, including any and all endorsements, for a period of one (1) year from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them

to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, reinstatement of Respondent's teaching certificate at the conclusion of the one (1) year period is expressly conditioned upon Respondent providing written proof to the Board that she has complied with the following:

1. Prior to reinstatement, Respondent shall supply the Board with a report from a licensed a Board approved alcohol/substance abuse counseling program that she has been assessed and complied with all recommended treatment. Any expense for said assessment and treatment shall be paid by Respondent.

2. Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent. Should Respondent fail to satisfy either of these conditions, her teaching certificate shall not be reinstated.

Vote: *Unanimous*

06-09233 (Erin Tackett)

Accept Agreed Order placing Respondent's certificate on probation for a period of two (2) years from the date of acceptance of this Order by the Board.

1. Respondent shall complete twelve (12) hours of ethics training prior to December 31, 2007. Any expense for required training shall be born by the Respondent.

2. Respondent shall supply the Board with a report from a licensed and Board-approved alcohol/substance abuse counseling program that she has been assessed and has complied with all recommended treatment prior to July 31, 2007. Any expense for said assessment and treatment shall be born by the Respondent.

3. Respondent shall provide the Board with quarterly reports from her employment supervisor as to her progress during the entire probationary period.

4. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of one (1) year. If applicable, at the conclusion of the one year suspension, her certificate shall remain

suspended until such time as conditions 1 and 2 are met.

Vote: *Unanimous*

06-12289 (David Jones)

Accept Agreed Order revoking Respondent's certificate for a period of three (3) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. In addition to any educational requirements, issuance of a Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the three (3) 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 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. Respondent shall also complete a course in the area of sexual harassment counseling to be approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: *Unanimous*

06-0233 (Terry Ginter)

Accept Agreed Order suspending Respondent for a period of one (1) year from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Reinstatement of Respondent's Kentucky teaching certificate, at the conclusion of the one (1) year suspension period is expressly conditioned upon Respondent providing written evidence to the Board, prior to the date of reinstatement that he has complied with the following:
Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and fiscal mismanagement, as approved by the Board. Any expense incurred for the program shall be paid by

Respondent. Upon reinstatement, maintenance of Respondent's certificate shall be subject to successful completion of his court monitored felony diversion in Montgomery Circuit Court. Respondent shall provide quarterly reports to the Board that he is complying with the felony diversion program and shall provide written proof that he has successfully completed the program and that his charges were dismissed diverted. Quarterly reports shall be due on January 1, April 1, July 1, and October 1 of each year Respondent remains in the felony diversion program. Failure to provide quarterly reports of his progress will result in an automatic suspension of his certificate and the certificate shall remain suspended until the reports are received by the Board. Should Respondent fail to successfully complete the felony diversion program, Respondent's certificate shall be automatically suspended and further disciplinary action shall be initiated against Respondent's teaching certificate.

Vote: *Unanimous* (*Ms. Forgy, recused*)

05-08155 (Mary McKendrick) Accept Agreed Order dismissing Respondent's case without prejudice on the following conditions. Prior to her return to a position that requires Kentucky certification, Respondent shall provide written evidence to the Board from a Kentucky licensed and/or certified physician, approved by the Board, that she is compliant with any and all treatment recommendations, is fit to return to the classroom and does not present a danger to herself or others. If Respondent has not been released from treatment, she shall present written reports from her treating physician every six months from the date of the first report until such time as she is released from care. Any expense involved in meeting this requirement shall be paid by Respondent. Should Respondent violate this agreement, her certificate shall be automatically suspended and remain so until these conditions are met.

Vote: *Unanimous*

06-05102 (Edwina Slack) Accept Agreed Order in which Respondent agrees that she shall not renew or reapply for her expired certificate for Instructional Leadership – School Superintendent.

Vote: *Unanimous*

05-0592 (Melissa Wall) Accept Agreed Order admonishing Respondent for teaching in a Kentucky public school without a valid teaching certificate. As a member of the teaching profession, it is Respondent's responsibility to not only meet the requirements for certification, but to also take all necessary steps to ensure that her certificate remains in good standing. This Order shall serve as a warning to Respondent that the Board will treat any future violation of this nature with a severe sanction regardless of extenuating circumstance.

Vote: *Unanimous*

06-11279 (Phyllis Robinson) Accept Agreed Order suspending Respondent for six (6) days beginning November 15 and ending November 22, 2006. Respondent shall immediately surrender the original and all copies of her certificate to the Board, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Respondent shall provide to the Board, on or before January 1, 2008, written evidence from a Kentucky licensed and/or certified physician and/or mental health professional, approved by the Board, that she has undergone an anger management assessment and completed any and all treatment recommendations. Any expense for this assessment and any required counseling or treatment shall be paid by Respondent.

Should Respondent fail to satisfy this condition, her certificate shall be automatically suspended and remain so until this condition is met.

Vote: *Unanimous*

06-12286 (Robert Barr) Accept Agreed Order retroactively suspending all of Respondent's administrative certificates and endorsements for a period of two (2) years beginning October 26, 2006. Respondent shall neither apply for, nor be issued any type of school administrative certificate in the Commonwealth of Kentucky until October 26, 2008.

In addition, Respondent's teaching certificate shall be subject to the following probationary conditions for a period of three (3) years from the date of acceptance of this Order by the Board.

1. Respondent shall submit written evidence of his completion of twelve (12) hours of professional

development/training in the area of ethics as approved by the Board by January 1, 2008. Any expense for the professional development/training shall be paid by Respondent.

2. Respondent shall submit written evidence of his completion of an accredited course in financial management for schools as approved by the Board by January 1, 2009. Any expense for said training shall be paid by Respondent.

3. Respondent shall not administer, monitor, or collect any school funds during this period of time. If employed in a Kentucky public school, Respondent shall submit a notarized statement from his direct supervisor by May 1 of each year of the probationary period verifying that Respondent did not administer, monitor, or collect any school related funds for the school year. If Respondent is not employed in a Kentucky public school, he shall file a notarized statement by May 1 of each year of the probationary period stating that he is not employed in a Kentucky public school.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions, his high school teaching certificate shall be automatically revoked for an additional period of three (3) years. If Respondent violates these conditions prior to the reinstatement of his administrative certificates, those certificates shall remain revoked until the conclusion of the additional three (3) year revocation period. If Respondent violates the above numerated conditions after reinstatement of his administrative certificates, those certificates shall be revoked for an additional three (3) years. Respondent is aware that should he violate KRS 161.120, either during or following this three (3) year probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous* (*Ms. Forgy, recused*)

05-11209 and 03-0696(Stephanie Tackett) Accept Agreed Order revoking Respondent's certificate for a period of ten (10) years from April 28, 2006. Respondent shall surrender the original and all copies of her certificate, in her possession, immediately, by first class mail or delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Upon re-application, Respondent will supply a report from an approved licensed counselor in the area of chemical/substance abuse counseling that she has been evaluated and complied with all treatment recommendations of that substance abuse counselor. The Board shall not arbitrarily withhold said approval. Any expense for said evaluation shall be born by the Respondent. Respondent will be subject to random drug and alcohol testing for a period of five (5) years following her reinstatement. Failure to comply with these provisions of the Agreed Order will result in Respondent's re-application being denied.

Vote: *Unanimous*

Findings of Fact, Conclusions of Law and Recommended Orders

Consideration of the following matter took place with attorneys Alicia A. Sneed and Gary A. Stephens out of the room.

Case Number	Decision
KT-06-003 (Inrae Vollmer)	Adopt the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and issue a Final Order denying Petitioner's request for a professional teaching certificate and nullifying her internship. **Vote:** *Unanimous*

Motion made by Mr. Anderson, seconded by Dr. Cheatham, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:30 p.m.

Next Meeting: September 24, 2007
9:00 AM
EPSB Board Room
Frankfort, Kentucky

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item A

Information Item:

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

Applicable Statutes and Regulation:

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

Applicable Goal:

Goal 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 following contracts and amendments were completed and signed by the Executive Director after approval was given by the Board at the August, 27 2007 board meeting.

KY Dept. of Ed.	IECE Test Development	July 2007 – June 2008	$20,000
KEDC	Nat'l. Board Mentoring	July 2007 – June 2008	$38,100
Valerie Sanders	CEO Scorer	July 2007 – June 2008	$ 2,500
Anna Kostelnik	CEO Scorer	July 2007 – June 2008	$ 2,500

Groups/Persons Consulted:

N/A

Contact Person:

Mr. Gary W. Freeland
Deputy Executive Director
(502) 564-4606
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Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item B

Information Item:

To update the EPSB on the development of the 2008-2010 biennial budget preparation

Applicable Statutes and Regulation:

KRS 161.017 (1) (e)
KRS 161.028 (1) (p)

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:

At the August 26, 2007 Sunday afternoon work session, preliminary information on the preparation of the 2008-2010 biennial budget was presented to the board members in attendance. At that time, information was presented on the baseline budget request, capital budget requests, additional funding requests, and the schedule for budget submission. With this information item we will present any new information received that will effect the preparation of the budget, provide a status of the preparation process, highlight the important components and factors in our budget, and address any questions that the board might have about the information presented.

Groups/Persons Consulted:

Governor's Office of Policy and Management

Contact Person:

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

Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item C

Information Item:

To clarify the expense reimbursement policy for meal receipts and credit card receipts

Applicable Statutes and Regulation:

200 KAR 2:006 section 1, subsection (10) State Travel Regulations

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:

A new expense reimbursement policy was approved by the EPSB at the June 18, 2007 board meeting. In section B of the procedure it states that, "A credit card receipt shall be accepted for a meal if the receipt prepared by the establishment clearly shows that it is a receipt for a meal." To provide the proper documentation to meet state regulations and show that all expenses are appropriate, please include the itemized receipt from the restaurant that shows what was purchased. The travel regulations define "receipt" as a preprinted invoice, from a hotel, motel, restaurant, or other establishment, showing the date of service, the amount charged for the service, the location where the service was performed and a description of the expenditure.

If you misplace or lose an expenditure receipt, you may still be able to receive reimbursement. It will necessary to submit a signed, notarized affidavit describing the nature of the expenditure and the reason for not having a receipt along with your expense reimbursement voucher.

Groups/Persons Consulted:

Office of the Kentucky State Controller

Contact Person:

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Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Information/Discussion Item D

Information Item:

2006-2007 New Teacher Survey

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:

The New Teacher Survey is a survey of student teachers and their cooperating teachers and of intern teachers and their resource teachers. The survey was originally developed with the assistance of the Continuous Assessment Review Committee. The focus of the survey is to ascertain how well new teachers and their supervising teachers believe the new teachers were prepared to teach in Kentucky schools. The 24 basic survey items are based on a four-point scale with 4.00 being the highest.

The survey was conducted by an external survey company, Star, Inc. Student teachers and their cooperating teachers, and intern teachers and their resource teachers were contacted by mail and encouraged to respond to the survey. The survey could be completed either by telephone or via the web. Of the 13, 934 persons included, 8,024 responded, resulting in a 58 percent response rate. This rate was up 4% from last year when 6417 teachers responded out of 11,864 for a 54% response rate.

Responses vary by school and category of respondent (i.e., intern, student teacher, cooperating teacher, and resource teacher). A variety of static reports are provided on the report card web site disaggregated by program, type of institution (public or independent), and respondent category. To receive a complete institutional data set, please send your request to marcie.puckett@ky.gov.
.
Attached are the 2006-07 New Teacher Survey Results for Public Institutions and Private Institutions for the board's information purposes only. Also available for board review at the September meeting will be a compilation of the comments submitted by survey respondents. All of this information will also be shared with the institutions for use in program improvement.

In brief summary, the 2006-2007 data align with the 2005-2006 data. The top three and bottom three mean scores are as follows:

Question	2005-2006 Mean Score (all institutions)	2006-2007 Mean Score (all institutions)
Highest Mean Scores		
20. Satisfaction with preparation in exhibiting and promoting ethical and professional behavior as a teacher.	3.59	3.59
21. Satisfaction with preparation in understanding the core concepts and skills related to the Student Teacher's or Intern's content area or areas.	3.45	3.45
1. Satisfaction with preparation in designing units of instruction that focus on Kentucky's student learning goals and academic expectations.	3.40	3.40
Lowest Mean Scores		
24. Satisfaction with preparation in developing useful strategies to address the behavioral issues of special needs children included in the regular classroom.	3.00	3.02
14. Satisfaction with preparation in developing graphic and/or written presentations to show evidence of student learning resulting from instruction.	3.03	3.06
22. Satisfaction with preparation in identifying and properly referring students with social or emotional problems, i.e., those who may become a threat to themselves or others.	3.03	3.07

Contact Person:

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Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item A

Action Item:

2005-06 Title II Report

Applicable Statutes and Regulation:

Title II of the 1998 Higher Education Act
KRS 161.028, 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 Education Professional Standards Board (EPSB) approve the Title II Report for 2005/2006 for submission to the United States Department of Education (USDOE)?

Background:

Title II of the Higher Education Act supports efforts to improve the recruitment, preparation, and induction of new teachers, and includes reporting requirements for institutions and states regarding teacher preparation and certification. Section 207 of the Act requires the annual preparation and submission of three reports on teacher preparation and certification: one from institutions to the states, one from the states to the U.S. Secretary of Education, and one from the Secretary to the U.S. Congress and the public.

Kentucky's teacher preparation institutions submitted the 2005-06 annual report (Title II reporting is always one year behind the current year) to the EPSB. EPSB staff will submit the 2005-06 state report to the U.S. Secretary of Education in October. Enclosed under separate cover is Table 1: Summary of the 2005-06 Praxis Pass Rates and Five-Year Comparison as submitted for all Kentucky institutions, public and independent (programs with fewer than ten completers cannot be publicly identified). The complete Title II Report will be available for review at the September board meeting.

All institutions achieved the 80 percent summary pass rate for this reporting year.

Alternative Actions:

1. Approve the 2005-06 Title II Report for submission to the USDOE
2. Do not approve the 2005-06 Title II Report for submission to the USDOE

Staff Recommendation:

Alternative 1

Rationale:

The Title II Report for 2005/2006 was compiled in accordance with federal requirements, and all information contained therein was verified by the institutions and by EPSB staff. The report must be submitted by October 9, 2007.

Contact Person:

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_____
Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item B

Action Item:

Waiver of language in 16 KAR 7:010 regarding the use of internship observation forms for teachers pursuing Interdisciplinary Early Childhood Education (IECE) certification

Applicable Statute or Regulation:

KRS 161.03016
KAR 7:010 Sections 8(2), 11

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:

KRS 161.030 requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky serve a one (1) year internship.

16 KAR 7:010 Section 8(2) requires that beginning January 1, 2008, all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Program (KTIP) use the new Teacher Performance Assessment (TPA) with all new interns. Section 11 states that an intern in Interdisciplinary Early Childhood Education (IECE) must successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

In the fall of 2006, an IECE workgroup was created for the purpose of exploring the possibility of developing a TPA for IECE internships. The group consisted of 12 members from nine universities and the Kentucky Department of Education. The group began by reviewing the TPA for regular KTIP and the current IECE Observation Instrument. It was the consensus of the group that a TPA should be drafted for IECE internships because of the TPA focus on student performance. The group gathered input from each university throughout the work and drafted a KTIP IECE TPA Intern Performance Record (KTIP IECE TPA IPR) and a KTIP IECE TPA Handbook.

In order for IECE interns to adhere to the same schedule as regular interns in using the TPA with all new interns beginning January 1, 2008, the following schedule needs to be considered:

September 24, 2007
EPSB to waive the use of the "IECE Observation Instrument," January 2005 edition, and allow the use of the KTIP IECE TPA IPR

October 2007
Design committee member training for the first cohort of KTIP IECE TPA interns

November-December2007
Train committee members for Cohort #1 (January – December 2008)

January 1, 2008
Cohort #1 begins using the KTIP IECE TPA

Alternative Actions:

1. Waive the use of the "IECE Observation Instrument," January 2005 edition, and allow the use of the KTIP IECE TPA IPR.
2. Do not waive the use of the "IECE Observation Instrument," January 2005 edition, and allow the use of the KTIP IECE TPA IPR.

Staff Recommendation:

Alternative Action 1

Contact Person:

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Division of Professional Learning and Assessment
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_____
Executive Director

Date:

September 24, 2007

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095
STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program…

Section 8. Use of the New Teacher Performance Assessment by Internship Participants. (1) Beginning with the 2006-07 school year, and for full-year interns beginning the Fall of 2007, a school or district may require all interns employed to use the new Teacher Performance Assessment in lieu of the traditional internship assessments contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."

(2) Beginning January 1, 2008, all school districts and all nonpublic schools participating in the Kentucky Teacher Internship Program shall use the new Teacher Performance Assessment with all interns beginning their internship in lieu of the traditional internship assessments contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants"

(3) Prior to serving as a member of the beginning teacher committee for a teacher intern using the new Teacher Performance Assessment, the principal, resource teacher, and teacher educator each shall have completed the new Teacher Performance Assessment internship committee training.

(4) During the year of the internship using the new Teacher Performance Assessment, the teacher intern and the beginning teacher committee shall utilize the Kentucky Internship Program scoring rubrics and forms contained within the Kentucky Teacher Internship Program Teacher Performance Assessment Handbook, incorporated by reference.

(5) To the extent that they do not conflict with this section, all other provisions of this administrative regulation shall apply to the intern using the new Teacher Performance Assessment.

(6) Participation in the Kentucky Teacher Internship Program using the new Teacher Performance Assessment shall not alter any rights ordinarily afforded to teacher interns or employing schools or school districts under the Kentucky Teacher Internship Program. Use of the new Teacher Performance Assessment shall not form a basis for appeal of a teacher intern's failure of the Kentucky Teacher Internship Program.

Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;
2. One (1) principal;
3. One (1) teacher educator; and
4. The Executive Director of the Education Professional Standards Board, or his or her designee.

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

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

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

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

(3)(a) The appeals committee shall review 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.

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

1. Evidence of the teacher intern's ability to meet the requirements of the new teacher 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 between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, and the final decision of the committee.

(4) 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.

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

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

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

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

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

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

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed 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 teacher intern by certified mail.

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

Section 11. An intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

Section 12. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," March 2005 edition;

(b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;

(c) "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook", June 2006 edition;

(d) KTIP TPA Intern Performance Record, June 2006 edition; and

(e) "IECE Observation Instrument", January 2005 edition.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff. 8-15-01; Recodified from 704 KAR 20:690, 7-2-02; 30 Ky.R. 372; 902; 1198; eff. 12-1-03; 31 Ky.R. 1868; 32 Ky.R. 40; eff. 8-29-05; 33 Ky.R. 843; 1277; eff. 12-1-06.)

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item C

Action Item:

Using Praxis II *Early Childhood Content Knowledge (0022)* as an Instrument for Determining Whether an IECE Teacher is HQ

Applicable Statute or Regulation:

Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S. C. 6601-6641

Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals
Section 2113 State Use of Funds (c) (15)

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 approve the use of *Early Childhood Content Knowledge (0022)* as an instrument for determining whether an IECE teacher is HQ?

Background:

During the August 2007 board meeting, the board reviewed the results of the June 14, 2007 Standard Setting Study for *Early Childhood Content Knowledge (0022).* The purpose of the study was to ascertain whether *(0022)* is a valid instrument to determine whether an Interdisciplinary Early Childhood Education (IECE) teacher is Highly Qualified (HQ) to teach core academic subject matter at the kindergarten level. This test would not be required for certification, but rather is an option for IECE teachers who teach kindergarten and wish to be deemed HQ.

While both elementary and IECE certified teachers may teach core academic subject matter at the kindergarten level, only newly certified elementary teachers are automatically HQ because they meet the requirements of holding a bachelor's degree, having full state certification, and having demonstrated subject matter competency by taking *Elementary Education: Content Knowledge (0014)* required for elementary certification. However, *(0014)* is not appropriate for the age ranges and content of the IECE certification.

Although the requirement for kindergarten teachers to be HQ is not officially included in the law, most states consider kindergarten as core academic subject matter, and the USDOE has encouraged states to require kindergarten teachers to be HQ.

The standard setting panel that reviewed *Early Childhood Content Knowledge (0022)* was composed of 11 experts. These experts included kindergarten teachers and higher education faculty who work with early childhood and special education programs.

There are six test specifications for *(0022)*: Language and Literacy, Mathematics, Social Studies, Science, Creative and Performing Arts, and Health and Physical Education. Panelists rated test specifications according to job relevancy (1=Very Important; 2= Important; 3=Somewhat Important; 4=Not Important).

Kentucky's decision rules for validating a test for state use require at least 70% of the test specifications to be rated 1 or 2. The overall positive rating for the specifications was 82%. The panel recommends a passing score of 165. This score was derived from the members' item level judgments.

For the past eight years the EPSB has set cut scores by following the same decision rules used since May 1999:

Accept the recommendation of the validation panel unless the recommended cut score:

1. *falls below the current passing score; or*
2. *falls below the Southern Regional Education Board (SREB) average; or*
3. *falls below the 15th national percentile; or*
4. *exceeds the 25th national percentile.*

Currently, those SREB states that require early childhood Praxis tests are using tests developed prior to the release of *(0022)*. Since the first administration of *(0022)* was April 2006, ETS does not yet have the performance trend data we typically use in determining at which national percentile the recommended passing score falls. The possible disparate impact on subpopulations is also indeterminable at this time.

In recognizing the absence of these data, it is noted that this test is not a requirement for certification, but rather an option for IECE teachers who wish to be deemed HQ to teach kindergarten. Therefore, staff would like the board (1) to approve *Early Childhood Content Knowledge (0022)* as an instrument for determining whether an IECE teacher is HQ to teach core academic subject matter at the kindergarten level and (2) to accept the panel-recommended passing score of 165.

Alternative Actions:

1. Approve the use of *Early Childhood Content Knowledge (0022)* as an instrument for determining whether an IECE teacher is HQ and accept the panel-recommended passing score of 165.
2. Do not approve the use of *Early Childhood Content Knowledge (0022)* as an instrument for determining whether an IECE teacher is HQ and do not accept the panel-recommended passing score of 165.

Staff Recommendation:

Alternative 1

Contact Person:

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Executive Director

Date:

September 24, 2007

KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item D

Action Item:

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

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant first accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at Campbellsville University?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site visit of the Educator Preparation Unit at Campbellsville University on November 4-8, 2006. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its August 14, 2007 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials including the institutional report, BOE report, and unit's rejoinder.

The AAC discussed each area for improvement cited in the BOE Report and clarified those removed or changed by NCATE. There were two areas for improvement identified by the BOE in Standard 2: Assessment System and Unit Evaluation:

1) (Initial and Advanced) The unit does not establish accuracy and consistency of the portfolio assessment procedure.
2) (Initial and Advanced) Initial and Advanced graduate students' evaluations of unit and faculty performance are not regularly and systematically aggregated for continued analysis and programmatic change over time.

The first area for improvement cited in Standard 2 was removed by NCATE. The second one was cited by NCATE but reworded as follows:

(Advanced Preparation) Candidates' evaluations of unit and faculty performance are not regularly and systematically aggregated for continued analysis and programmatic change over time.

There was one area for improvement cited by the BOE in Standard 4: Diversity:

1) (Initial and Advanced) Candidates in the Master of Arts in Learning Behavior Disorders online program are not assured of having the opportunity to work with diverse faculty.

NCATE also cited this area for improvement but reworded it as follows:

(Initial Preparation) Candidates in the Master of Arts in Learning and Behavior Disorders online program are not assured of having the opportunity to work with faculty from diverse groups.

The AAC did agree with the BOE team that all the standards were met.

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the areas for improvement listed above and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL AND ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Campbellsville University.

Groups/Persons Consulted:

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

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for Campbellsville University.
2. Modify the AAC recommendation and grant PROVISIONAL ACCREDITATION for Campbellsville University.
3. Do not accept the AAC recommendation and DENY ACCREDITATION for Campbellsville University.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Executive Director

Date:

September 24, 2007

Accreditation Audit Committee (AAC)

Education Professional Standards Board
Conference Room A
August 14, 2007

MEETING MINUTES

Members Present:
Judi Conrad, Chair
Shirley Nelson
Jack Rose
Tim Watkins
Zella Wells

EPSB Staff Present:
Marilyn Troupe
Allison Bell
Elizabeth Springate

Members Absent:
*Diane Woods-Ayers

The meeting was called to order at 9:00 a.m.

APPROVAL OF MINUTES:

Motion made by Zella Wells, seconded by Tim Watkins, to approve the minutes from the January 24, 2007 AAC meeting.

Vote: *Approve the motion (Yes (4-0) as Jack Rose was out of the room at the time of the vote)*

CAMPBELLSVILLE UNIVERSITY

After introducing herself, Dr. Brenda Priddy, Dean of the School of Education, announced that one of the Campbellsville representatives would not be able to attend. Dr. Carol Garrison introduced herself as a representative of Campbellsville University School of Education. Bonnie Marshall who served as Board of Examiner (BOE) team co-chair of the joint NCATE/state first visit provided an overview of the team members and the visit. She was very complimentary of the institution for its hospitality, the quality of the materials, and the institution's preparedness for the visit.

Dr. Priddy shared information regarding the institution's preparation for the visit including the effectiveness of attending the NCATE Orientation and the use of a consultant. Dr. Garrison shared her involvement with the campus community to address the diversity issues and the plans the university has to address the concerns campus-wide. Dr. Priddy discussed how the faculty evaluations are used and how it is aggregated as part of a university-wide system. The unit is now aggregating the numerical scores provided for each item on the evaluation. This data will be provided to the unit, in addition to the individual faculty member, and used for program improvement. The AAC confirmed there were faculty who were terminally-degreed in Special Education teaching in the Master of Arts in Learning

and Behavior Disorders program. The unit head assured the committee that there were.

The AAC discussed each area for improvement cited in the BOE Report and clarified those removed or changed by NCATE. There were two areas for improvement (AFI) identified by the BOE in Standard 2.

1) (Initial and Advanced) The unit does not establish accuracy and consistency of the portfolio assessment procedure.

2) (Initial and Advanced) Initial and advanced graduate students' evaluations of unit and faculty performance are not regularly and systematically aggregated for continued analysis and programmatic change over time.

The first AFI was removed by NCATE. The second AFI was also cited by NCATE but it was reworded as follows:

(Advanced Preparation) Candidates' evaluations of unit and faculty performance are not regularly and systematically aggregated for continued analysis and programmatic change over time.

There was one AFI identified by the BOE in Standard 4.

3) (Initial and Advanced) Candidates in the Master of Arts in Learning and Behavior Disorders online program are not assured of having the opportunity to work with diverse faculty.

NCATE cited this AFI but reworded it as follows:

(Initial Preparation) Candidates in the Master of Arts in Learning and Behavior Disorders online program are not assured of having the opportunity to work with faculty from diverse groups.

The following is a summary of the actions relating to the areas for improvement:

1) The AAC voted unanimously (5-0) not to agree with the New Areas for Improvement. Motion by Shirley Nelson to accept the NCATE decision for the removal of the first area for improvement in Standard 2 as the institution's rejoinder provided sufficient evidence to support removing the area for improvement. Motion seconded by Zella Wells (Vote: Unanimous (5-0)).
2) Motion by Zella Wells to accept the NCATE decision for the rewording of the second area for improvement in Standard 2. Motion seconded by Jack Rose (Vote: Unanimous (5-0)).
3) Motion by Jack Rose to accept the NCATE decision for the rewording of the area for improvement in Standard 4. Motion seconded by Tim Watkins (Vote: Unanimous (5-0)).
4) Voted unanimously to agree with the findings of the BOE team as stated on

the Summary of Standards page in the BOE Report (all standards are met).

In addition to the recommendations on each area for improvement, the AAC recommends **PROGRAM APPROVAL** and **ACCREDITATION** for Campbellsville University (Vote: Unanimous (5-0)).

*Diane Woods-Ayers joined the AAC at 10:00 a.m. to participate in the deliberation for the remaining part of the agenda.

Prior to the next institution on the agenda, Dr. Marilyn Troupe provided a brief explanation of Stage One and Stage Two of the developmental process for new institutions as identified in 16 KAR 5:010.

ST. CATHARINE COLLEGE

St. Catharine College (SCC) was represented by Dr. William Huston, President, Dr. David Arnold, Vice President, and Dr. Kathleen Filkins, Chair of the Education Department. Norma Patrick who served as chair of the mini-BOE team identified the team members and presented an overview of the visit. Ms. Patrick identified the strengths of the unit including the very strong support of local P-12 districts, the active involvement of very knowledgeable and dedicated superintendents, and a strong and active field experience component. Although there were several considerations for improvement identified in the BOE Report, Ms. Patrick confirmed that the BOE team agreed the unit was developing and moving in the right direction to seek full accreditation. Dr. Filkins shared her unit's experience with the K-ITEP group and the college's support of the assessment system. Dr. Arnold shared that the unit has set the framework and led the institution in its structure for the use of data for program improvement. Dr. Huston avowed his support for the teacher preparation program and expressed his excitement in its continued development.

Additional questions by the AAC focused on a) the sharing of the conceptual framework; b) in Standard 1 - research-based best practices, collaboration with Arts and Science faculty, dispositions; c) in Standard 3 - faculty support for field component, tracking of field placements; d) in Standard 4 - candidate proficiencies related to diversity, plans to recruit diverse faculty; e) in Standard 5 - involvement of Arts and Science faculty, use of adjunct faculty, teaching and advising load, documentation of collaboration; f) in Standard 6 – resource center and technology support for the program. SCC representatives responded to each of the questions providing information regarding what actions are being or have been initiated by the unit and college to address the considerations for improvement identified in the BOE Report.

The AAC made the following unanimous decisions regarding the Stage Two of Developmental Process for St. Catharine College:

1) Agrees with the Considerations for Further Development sections as reported by the Board of Examiners.
2) Recommends temporary authority for St. Catharine College.

MIDWAY COLLEGE

Midway College was represented by Dr. William Drake, President; Dr. Sarah Laws, Provost; Dr. Charles Roberts, Chair of the Education Department; Mr. James Roe, Prestonsburg Campus Liaison; Mr. Kelly Middleton, Maysville Campus Liaison; Mr. Conley Manning, Somerset Campus Liaison; Dr. Lori Henderson, Carrollton Campus Liaison; Ms. Mary Winfred, Attorney; Mr. Carl Rollins, State Representative. Dr. Linda Olasov who served as chair of the state BOE team provided an overview of the team members and the visit. She indicated the biggest challenge for the team was the inconsistency that existed across the various campuses. Also, she indicated the program is very dependent on the personnel for the success of the program. She was complimentary of Midway's efforts to extend the program to provide opportunities for students who might not otherwise have the opportunity for higher education and of their efforts to serve this population. Dr. Drake shared a statement of support for the program as well as for the process. He highlighted the outcomes-based preparation, awards from state and national organizations which had been bestowed upon graduates of this program. He indicated his support of the adult education program which is providing higher education to this non-traditional population. He also provided a summary of EPSB actions since March 2005 and shared the institution's belief why Standards 5 and 6 are met. He referenced documentation in the BOE Report Rejoinder and shared an additional handout entitled "Faculty Changes As A Result Of Evaluation."

The AAC had no questions for either the team chair or the unit regarding the corrected areas for improvement. Concerns identified as continued areas for improvement in the BOE Report related to a) the checkpoint data and documentation of the remediation plan for individual candidates within the unit's database; b) consistency across campuses in the use of data for programmatic change; c) sharing of the conceptual framework; d) unit ensuring accountability and consistency in extended campus sites; e) evaluations used for faculty development; f) inconsistency of advising across campuses; g) clerical support and office space. Linda Olasov indicated the area for improvement cited regarding clerical support for each campus was incorrect as the unit had made arrangements for clerical support at each extended campus site. Concerns identified as new areas for improvement in the BOE Report related to a) lack of evidence to demonstrate how data is used to make decisions (Standard 2); b) ensuring candidate opportunities to work with diverse faculty (Standard 4); and c) faculty qualifications (Standard 5).

Dr. Roberts provided a closing statement indicating the number of calls he's received from superintendents who are looking for teachers. He also indicated that 8 of 8 candidates from one cohort had been hired. Liaisons in attendance attested to the quality of the program and the difference this program makes in the lives of the candidates and the positive impact on the communities. The liaisons also indicated how the local principals and superintendents are supportive and highly complimentary of the quality of the candidates.

The following is a summary of the actions:

1) The AAC voted unanimously (6-0) to agree with the Corrected Areas for Improvement section as report by the Board of Examiners.

2) The AAC voted unanimously (6-0) not to agree with the Continuing Areas for Improvement section as reported. Motion made by Shirley Nelson (seconded by Tim Watkins) to remove the portion of the continued area for improvement relating to the lack of clerical support. The reworded area for improvement is:

   The unit does provide clerical support but not adequate office space to the SCD off-campus faculty.

3) The AAC voted unanimously (6-0) to agree with the New Areas for Improvement
   section as reported by the Board of Examiners.

4) The AAC voted unanimously (6-0) to agree with the findings of the BOE team as
   stated on the Summary of Standards page in the BOE Report (Standards 1, 2, 3, and 4 met; Standards 5 and 6 not met).

In addition to the recommendations identified above, the AAC recommends **CONTINUING ACCREDITATION** for School for Career Development for Midway College.

Following a short break the staff provided instructions for the completion of the Biennial Review. The committee was divided into work groups to complete the review of the 2004-2005 and 2005-2006 annual reports for six institutions. EPSB staff collected the Biennial Review Worksheets and the BOE Report Evaluations. Tim Watkins asked whether it would be possible to limit the number of pages in the BOE Report Rejoinder. Dr. Troupe indicated that as yet NCATE had not set a limit and that it might not be possible as the rejoinder was the institution's opportunity to "state its case."

A motion to adjourn was made by Jack Rose and seconded by Shirley Nelson (Vote: Unanimous (6-0)). Meeting adjourned at 3:42 p.m.

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 19. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

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

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

(a) Accreditation.

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

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

(b) Provisional accreditation.

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

a. Accredit; or

b. Revoke accreditation.

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

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

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

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

(a) Accreditation.

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

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

(b) Accreditation with conditions.

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

a. Continue accreditation; or

b. Revoke accreditation.

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

(c) Accreditation with probation.

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

a. Continue accreditation; or

b. Revoke accreditation.

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

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

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
2. Misrepresents its accreditation status to the public;
3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
4. Fails to submit annual reports or other documents required for accreditation.

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

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

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

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

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

KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item E

Action Item:

St. Catharine College: Stage Three of Developmental Process for New Educator Preparation Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant temporary authorization to the Educator Preparation Unit at St. Catharine College?

Background:

At the October 2006 meeting of the EPSB, St. Catharine College was granted approval of Stage One of the Developmental Process for New Educator Preparation Programs. On April 17-19, 2007, a Board of Examiners (BOE) team composed of three BOE and two EPSB staff members participated in a one-day site visit to St. Catharine College. The BOE team reviewed the unit's institutional report as well as the other Stage One materials and interviewed administrators, faculty, students, and P-12 school personnel. Materials from Stages One and Two were reviewed by the Accreditation Audit Committee (AAC) during the August 14, 2007 meeting (see attached minutes). The BOE team identified evidence under each standard; however, Considerations for Further Development were indicated in the report rather than Areas for Improvement. These Considerations identified areas that needed additional attention to further the growth of the program and of the unit. Additionally, the team did not make a determination on whether standards were met or not met. The BOE team chair and representatives from St. Catharine College met with the AAC and discussed the Considerations for Further Development as well as the support and commitment of the institution and local school districts. The AAC agreed with the Considerations for Further Development identified by the BOE team.

Pursuant to 16 KAR 5:010, Section 3, the AAC has reviewed the materials gathered during Stages One and Two of the Developmental Process for New Educator Preparation Programs and recommends APPROVAL in regard to temporary authorization for St. Catharine College.

Groups/Persons Consulted:

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

Alternative Actions:

Issue: Temporary Authorization

1. Accept the recommendation of the AAC and grant APPROVAL for temporary authorization for St. Catharine College.
4. Modify the AAC recommendation and grant APPROVAL WITH CONDITIONS for temporary authorization for St. Catharine College.
5. Do not accept the AAC recommendation and DENY APPROVAL for temporary authorization for St. Catharine College.

AAC Recommendation:

Issue: Alternative 1

Rationale:

The State BOE team and AAC followed appropriate state guidelines for the Developmental Process for New Educator Preparation Programs.

Contact Person:

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_____
Executive Director

Date:

September 24, 2007

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

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

(2) Stage One.

(a) The educator preparation institution shall submit an official letter from the chief executive officer and the governing board of the institution to the EPSB indicating their intent to establish an educator preparation program.

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

(c) The institution shall submit the following documentation:

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

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

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

(3) Stage Two.

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

(b) The team shall be comprised of:

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

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

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

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

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

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

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

(4) Stage Three.

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

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

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

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

(c) An institution denied temporary authorization may reapply.

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

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

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

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

(5) Stage Four.

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

(b) All further accreditation activities shall be governed by the remaining sections of this administrative regulation, which govern the first accreditation of an educator preparation institution.

KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item F

Action Item:

Midway College: Accreditation of the School for Career Development

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

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

Issue:

Should the EPSB grant accreditation to the Educator Preparation Unit for the School for Career Development at Midway College?

Background:

In November 2005 the EPSB granted Continuing Accreditation for the Women's Day College of Midway College and Accreditation with Conditions for the School for Career Development at Midway College. In March 2007 a state Board of Examiners (BOE) team participated in visits to the extended campus sites of the School for Career Development. The Accreditation Audit Committee (AAC) at its August 14, 2007 meeting reviewed the unit's institutional report, BOE Report, and institutional rejoinder as well as heard reports from the BOE team chair and institutional representatives. The AAC reviewed the following Corrected Areas for Improvement, Continuing Areas for Improvement, and the New Areas for Improvement cited in the BOE Report:

Corrected Areas for Improvement:

Standard 2: Assessment System and Unit Evaluation

1) The unit does not provide a systematic process for documenting and addressing candidates' area(s) of deficit for Checkpoints Two and Three.

Standard 3: Field Experiences and Clinical Practices

1) Cultural diversity at the SCD off-campus sites is not reflected in the settings where field-based and/or clinical experiences are conducted.
2) Documentation of a systematic process for addressing candidates' area(s) of deficit during field placement and clinical experiences was not available.

Standard 4: Diversity

1) Unit full-time faculty does not reflect ethnic diversity.
2) The unit does not ensure that all candidates have ethnically diverse experiences in P-12 schools.

Standard 6: Unit Governance and Resources

1) The faculty load assignments reflect overloads for some faculty members.
2) Library resources are not available at most of the SCD off-campus sites during the times the classes are conducted.

Continuing Areas for Improvement:

Standard 1: Candidate Knowledge, Skills and Dispositions

1) There is no systematic process in place for documenting and addressing candidates' area(s) of deficit for Checkpoints Two and Three.
   Reworded: A remediation plan to address candidate deficits exists but is inconsistently applied across the extended campus sites.

Standard 3: Field Experiences and Clinical Practice

1) The unit's conceptual framework and dispositions are not effectively shared with the participating P-12 partners.
2) P-12 school partners across SCD off-campus sites are not represented on the Teacher Education Advisory Board (TEAB).

Standard 5: Faculty Qualifications, Performance, and Development

1) Evaluations are not used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
2) Regular and systematic collaboration by unit faculty with colleagues in the P-12 schools is limited.
   Reworded: The unit does not provide adequate advisement to candidates in the SCD off-campus programs.

Standard 6: Unit Governance and Resources

1) The unit does not provide clerical support and office space to the SCD off-campus faculty.

This area for improvement in Standard 6 was identified as incorrect by the BOE team chair. As a result, the AAC voted to reword the area for improvement as follows:

1) The unit does provide clerical support but not adequate office space to the SCD off-campus faculty.

New Areas for Improvement:

Standard 2: Assessment System and Unit Evaluation

1) The unit makes limited use of data to effect program change.

Standard 4: Diversity

1) The unit does not ensure that all candidates have opportunities to interact with ethnically diverse faculty.
2) The unit does not ensure that all candidates have opportunities to interact with ethnically diverse candidates.

Standard 5: Faculty Performance and Development

1) Not all education faculty have the expertise and contemporary professional experiences that qualify them for their assignments.
2) A limited number of professional education faculty members are actively engaged in scholarly work.
3) The professional education faculty's involvement in best professional practice in service could not be determined.

Standard 6: Unit Governance and Resources

1) The unit does not provide coherent planning, delivery, or operation of preparation programs.

The AAC also voted unanimously to agree with the BOE team findings that Standards 1, 2, 3, and 4 are met while Standards 5 and 6 are not met.

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the areas for improvement listed above and recommends ACCREDITATION for the School for Career Development at Midway College.

Groups/Persons Consulted:

State Board of Examiners Team
Accreditation Audit Committee

Alternative Actions:

Issue: Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for the School for Career Development at Midway College.
2. Modify the AAC recommendation and grant ACCREDITATION for the School for Career Development at Midway College.
3. Do not accept the AAC recommendation and REVOKE ACCREDITATION for the School for Career Development at Midway College.

AAC Recommendation:

Issue: Alternative 1

Rationale:

Based on limited decision options, the AAC did not feel it had the authority to recommend the revocation of accreditation.

Contact Person:

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

_____
Executive Director

Date:

September 24, 2007

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 19. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

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

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

(a) Accreditation.

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

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

(b) Provisional accreditation.

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

a. Accredit; or

b. Revoke accreditation.

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

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

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

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

(a) Accreditation.

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

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

(b) Accreditation with conditions.

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

a. Continue accreditation; or

b. Revoke accreditation.

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

(c) Accreditation with probation.

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

a. Continue accreditation; or

b. Revoke accreditation.

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

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

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
2. Misrepresents its accreditation status to the public;
3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
4. Fails to submit annual reports or other documents required for accreditation.

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

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

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

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

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

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item G

Action Item:

16 KAR 1:010. Standards for Certified School Personnel, Amendment, Final Action

Applicable Statutes and Regulation:

161.028, 161.030
16 KAR 1:010, 5:010, 8:020

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the Kentucky Teacher Standards?

Background:

In August 2006, the Education Professional Standards Board (EPSB) appointed the Standards Committee to combine and revise the New and Experienced Teacher Standards. The committee's final report was presented to the board May 2007 with one additional meeting in September 2007.

The standards were renamed Kentucky Teacher Standards with the leadership standard, performance indicators, and reordering of the standards as the major revisions. The Kentucky Teacher Internship Program (KTIP) Pilot Project had included the leadership standard in the assessment of all KTIP Pilot interns during the implementation of the Teacher Quality Enhancement Grant (TQEG). The Master's Redesign Committee believed that demonstrating leadership is an important standard for all educators, even beginning teachers.

A review of the New and Experienced Teacher Standards revealed that the standards were not aligned. In response to a need created by the addition of Standard VII (Content) in 1994, the committee prioritized the standards to make the sequence more logical. The title of the standards did not change, but each indicator will have two levels of performance: Initial level (for preservice/intern teachers) and Advanced level (for experienced teachers). The initial level indicators received minor modification but are aligned with the levels of performance presently being used in the Kentucky Teacher Internship Program, Teacher Performance Assessment. The advanced level indicators received major revisions across all standards.

The Kentucky Teacher Standards are aligned both with the National Board for Professional Teaching Standards and terminology and the Interstate New Teacher Assessment and

Support Consortium. Because the New and Experienced Teacher Standards are codified in regulation, the EPSB will have to amend the regulation.

Groups/Persons Consulted:

The Standards Committee
The Master's Redesign Committee
P-12 Professional Community

Alternative Actions:

1. Approve the proposed regulation
2. Modify the proposed regulation
3. Do not approve the proposed regulation

Staff Recommendation:

Alternative Action 1

Rationale:

An inclusive group of educators from the P-12 community, the Kentucky Department of Education, and higher education assisted with the development of the standards and support both levels of performance indicators and the format presented.

Contact Person:

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Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD

(Amendment)

16 KAR 1:010. Standards for certified school personnel.

RELATES TO: KRS 161.020, 161.028(1)(a), 161.030, 161.048(1)(d), 161.095, 161.120

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

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish standards for obtaining and maintaining a teaching certificate. This administrative regulation establishes the standards required for certified school personnel to obtain or maintain certification.

Section 1. [S~~uccessful completion of the standards established in Section 2 of this administrative regulation shall be indicated using the criteria established in:~~

~~(1) New Teacher Standards for Preparation and Certification; or~~

~~(2) Experienced Teacher Standards for Preparation and Certification.~~

~~Section 2.~~] Kentucky [~~New~~] Teacher Standards for Preparation and Certification. The following [~~new teacher~~] standards [~~established in this section]~~ shall be used in the evaluation and assessment of a teacher for initial and advanced certification and for the accreditation of teacher preparation programs[~~, which shall be designed to~~]:

(1) STANDARD 1: The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

(2) STANDARD 2: The Teacher Designs and Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(3) STANDARD 3: The Teacher Creates and Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(4) STANDARD 4: The Teacher Implements and Manages Instruction: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(5) STANDARD 5: The Teacher Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(6) STANDARD 6: The teacher demonstrates the implementation of technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

(7) STANDARD 7: Reflects on and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

(8) STANDARD 8: Collaborates with Colleagues/Parents/Others: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(9) STANDARD 9: Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

(10) STANDARD 10: Provides Leadership within School/Community/Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

[~~(1) Address the student academic expectations as provided by 703 KAR 4:060;~~

~~(2) Meet the content standards provided by 16 KAR 5:010;~~

~~(3) Prepare a candidate to teach children, including a child from a culturally diverse background; and~~

~~(4) Manage tasks identified in the new teacher performance standards:~~

~~(a) New Teacher Standard I, designs and plans instruction. The teacher designs and plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(b) New Teacher Standard II, creates and maintains learning climates. The teacher creates a learning climate that supports the development of student abilities to use~~

~~communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(c) New Teacher Standard III, implements and manages instruction. The teacher introduces, implements, and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(d) New Teacher Standard IV, assesses and communicates learning results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(e) New Teacher Standard V, reflects and evaluates teaching and learning. The teacher reflects on and evaluates specific teaching and learning situations and programs;~~

~~(f) New Teacher Standard VI, collaborates with colleagues, parents, and others. The teacher collaborates with colleagues, parents, and other community agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(g) New Teacher Standard VII, engages in professional development. The teacher evaluates his overall performance with respect to modeling and teaching Kentucky's learning goals established in KRS 158.6451, refines the skills and processes necessary, and implements a professional development plan;~~

~~(h) New Teacher Standard VIII, content knowledge. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas; and~~

~~(i) New Teacher Standard IX, demonstrates implementation of technology. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.~~

-

~~Section 3. Experienced Teacher Standards for Preparation and Certification. The experienced teacher standards established in this section shall be used in the accreditation of teacher preparation programs and in the evaluation and assessment of a teacher for certification purposes, other than for a plan in a professional education specialty for which the Education Professional Standards Board has established specific standards in KAR Title 16.~~

~~(1) Experienced Teacher Standard I, demonstrates professional leadership. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being;~~

~~(2) Experienced Teacher Standard II, demonstrates knowledge of content. The teacher demonstrates content knowledge within own area of certification and application to other areas, content areas, and certification areas;~~

~~(3) Experienced Teacher Standard III, designs and plans instruction. The teacher designs and plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(4) Experienced Teacher Standard IV, creates and maintains learning climate. The teacher creates a learning climate that supports the development of student abilities to use~~

~~communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(5) Experienced Teacher Standard V, implements and manages instruction. The teacher introduces, implements, and manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(6) Experienced Teacher Standard VI, assesses and communicates learning results. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(7) Experienced Teacher Standard VII, reflects and evaluates teaching and learning. The teacher reflects on and evaluates teaching and learning;~~

~~(8) Experienced Teacher Standard VIII, collaborates with colleagues, parents, and others. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge;~~

~~(9) Experienced Teacher Standard IX, engages in professional development. The teacher evaluates own overall performance in relation to Kentucky's learner goals as established in KRS 158.6451 and implements a professional development plan; and~~

~~(10) Experienced Teacher Standard X, demonstrates implementation of technology. The teacher uses technology to support instruction; access and manipulate data; enhance~~

~~professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.~~

-

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

~~(a) New Teacher Standards for Preparation and Certification, November 1994; and~~

~~(b) Experienced Teacher Standards for Preparation and Certification, June 1994.~~

~~(2) This material may be inspected, copied, or obtained at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.~~]

Approved:

_____	_____
Date	Tom Stull, Chairperson Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 30, 2007 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by November 26, 2007 five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2007. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

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

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the standards required for certified school personnel to obtain and maintain a certificate.

(b) The necessity of this administrative regulation: This administrative regulation establishes the Kentucky Teacher Standards for Preparation and Certification with which all educator preparation programs are aligned to ensure that all teachers in the Commonwealth of Kentucky are prepared for the classroom.

(c) How this administrative regulation conforms to the content of the authorizing statutes: Pursuant to KRS 161.028(1)(a), the Education Professional Standards Board has "the authority and responsibility to establish standards and requirements for obtaining and maintaining a teaching certificate."

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: Currently, all educator preparation programs and many school districts use the standards established in this regulation to design their programs and professional development for Kentucky's school teachers. The standards are also used to evaluate new teachers and experienced teachers.

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

(a) How the amendment will change this existing administrative regulation: This amendment unifies the New Teacher Standards for Preparation and Certification and the Experienced Teacher Standards for Preparation and Certification into the Kentucky Teacher Standards for Preparation and Certification. The standards are also re-ordered.

(b) The necessity of the amendment to this administrative regulation: This amendment unifies the two existing standards so that all the Commonwealth's teachers are held to common standards and are prepared under uniform standards no matter whether they are a new teachers or experienced teachers.

(c) How the amendment conforms to the content of the authorizing statutes: Pursuant to KRS 161.028(1)(a), the Education Professional Standards Board has "the

authority and responsibility to establish standards and requirements for obtaining and maintaining a teaching certificate."

(d) How the amendment will assist in the effective administration of the statutes: By combining the New Teacher Standards and the Experienced Teacher Standards into the Kentucky Teacher Standards, educator preparation programs will be able to align their initial teacher programs and their advanced teacher programs to better serve the Kentucky's P-12 students. All teachers will be judged by the same standards, therefore improving the quality of teaching state-wide.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 28 Educator Preparation Institutions, 174 school districts, certified educators, teacher candidates, and P-12 students.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The 28 educator preparation institutions shall realign their programs to produce quality educators who meet the standards. The 174 school districts may realign their evaluation instruments to the Kentucky Teacher Standards. Certified educators and teacher candidates through out the Commonwealth shall meet the Kentucky Teacher Standards to obtain or maintain certification. No actions will be required of P-12 students.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There may be a cost to the 28 educator preparation institutions in realigning their programs; however, that cost is not possible to assess as each program is administered differently. If the 174 school districts choose to realign their employment evaluations to the standards there will be a one time cost associated with that change that will differ by district depending on the current evaluation instruments. Certified educators and teacher candidates should not have any additional cost, although educator preparation intuitions may pass on the cost of realigning their programs to these groups through tuition increases. There should be no cost to P-12 students.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Educator preparation institutions, school districts, and educators will all benefit

from one set of standards for all teachers instead of one set for experienced teachers and one set for new teachers. All teachers will be held to the same standards and educator preparation institutions will be able to design their undergraduate and graduate programs to meet one set of standards. P-12 students will benefit from well trained teachers that are consistently judged by the same set of standards.

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

(a) Initially: There should be no additional cost.

(b) On a continuing basis: There should be no additional cost.

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

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

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are directly or indirectly increased.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering is not applied. All teachers will be required to meet the Kentucky Teaching Standards.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 1:010 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X__ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Education Professional Standards Board, 28 state approved educator preparation units, 174 school districts, new and experienced teachers, and P-12 students.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.020, KRS 161.028(1)(a), and 161.030.

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None.

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

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

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-):
Expenditures (+/-):
Other Explanation:

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item H

Action Item:

The Master's and Planned Fifth-Year for Rank Change Programs: 16 KAR 2:010, 16 KAR 4:010, and 16 KAR 5:010.

Repeal, Final Action for 16 KAR 8:021

Applicable Statutes and Regulation:

161.028, 161.030
16 KAR 8:021, 2:010, 4:010, 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 1:

Should the Education Professional Standards Board (EPSB) approve the amendments to 16 KAR 2:010?

Issue 2:

Should the EPSB approve the amendments to 16 KAR 4:010?

Issue 3:

Should the EPSB approve the amendments to 16 KAR 5:010?

Issue 4:

Should the EPSB repeal 16 KAR 8:021?

Background:

In September 2005, the Education Professional Standards Board (EPSB) appointed a thirteen-member committee to redesign the master's degree programs for rank change to become programs not only concerned with the transmission of knowledge but also with actual involvement in the processes by which knowledge is attained. It was also decided that educators need rigorous and relevant master's degree programs for rank change to better equip them for teaching. The redesigned master's degree programs for rank change should represent current best practices, focusing on how educators learn, while engaging them in intellectual discourse.

Once the Master's Redesign Committee presented its final report in May 2006, the EPSB appointed the Guidelines/Protocol Committee to continue the development of the master's redesign for rank change process. This committee has completed its work and created the

process for implementing the new master's degree program for rank change. EPSB staff has made the necessary regulatory changes for board review and discussion. Regulations requiring amendments to address the master's redesign are as follows:

Issue 1:

16 KAR 2:010 Kentucky teaching certificates:

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

  During the 2006 retreat, staff presented information to board members showing how the state had been cited by national reports for not requiring teachers to have a major or minor. Data from the Quality Counts Report showed that nationally on average 64 percent of secondary teachers major in the core academic subject they teach. EPSB research revealed that Kentucky educators graduate with a major and/or minor in the subject area they teach. Middle and high school teachers usually earn a degree in the content area. Of the states that border Kentucky, all except West Virginia require a major for secondary teachers. Nationally, twenty-eight states require a major for secondary teachers.

- *Teacher leader endorsement* added as a certificate.

- Use of the HOUSSE terminology is eliminated in the TC-HQ additional certification process since this specific index may be phased out in the future.

Issue 2:

16 KAR 4:010 Qualifications for professional school positions:

- **Section 5**: (2) **Option 2: Teacher Leader Endorsement.**

  Candidates completing the redesigned master's program for rank change will receive the *teacher leader endorsement* on their certificates.

- **Section 6 Reading Program Consultant**: A reading program consultant shall qualify for the position on the basis of certification as a reading specialist or as an elementary consultant with appropriate training in reading instruction as verified by the local school district.

  This change is proposed because elementary teachers are certified to teach reading. This further clarifies that teachers holding the elementary consultant endorsement may also serve as reading consultants if they have appropriate training in reading instruction.

Issue 3:

<u>16 KAR 5:010 Standards for accreditation of educator preparation units and approval of programs:</u>

- **Section 5:** (3) The Accreditation Audit Committee (AAC) replaces the Reading Committee in reviewing the college and university annual reports. The AAC is responsible for making recommendations to EPSB on accreditation issues. Therefore, the AAC has an established knowledge base with the areas for improvement for the individual colleges and universities.
- **Section 12:** Teacher Leader Master's Programs and Planned Fifth-Year for Rank Change Programs. This section is devoted to the establishment of the redesigned master's program, timelines for implementation of the program, components that should be included in the design, and criteria for adding *teacher leader* to the redesigned master's degree program for rank change. Institutions with an approved teacher leader master's program may establish an endorsement program of *teacher leader* coursework for candidates who received master's degrees at out-of-state institutions or who received master's degrees from Kentucky programs approved prior to May 31, 2008.
- **Section 16:** The board wanted to ensure that the language of the regulation clarifies that an off-campus program is part of a unit and that only a unit, not an off-campus program, may be accredited.
- **Section 19**: This section is a continuation of **Section 16**. When AAC recommendations differ from the findings of the BOE, the BOE Team Chair may write a separate response. The BOE Team Chair's response will be included with the AAC recommendations when accreditation decisions are on the board's agenda.
- **Section 21**: Revocation for Cause is new language providing for a more detailed comprehensive process than the regulation currently outlines. This section confirms the board's authority over accreditation and program approval as stated in KRS161.028.
- **Section 27**: In May 2007, the EPSB appointed the Educator Preparation Program Quality Measurement Committee to review and redesign the current accountability system used to measure the quality and effectiveness of all educator preparation units accredited by Kentucky. The Quality Performance Index (QPI) is part of the accountability system. In June 2007, the EPSB approved the Educator Preparation Program Quality Measurement Committee's request for a waiver of the QPI until the committee submits recommendations to the board. This change is to comply with the board's approval of the waiver request.
- **Section 28:** Approval of Off-site and On-line Programs. The proposed change is submitted to further support the issues addressed in Section 16. It will also assist staff in monitoring the various off-campus sites that continue to grow across the state without oversight by any governing agency. The proposal would require educator preparation institutions to seek approval from the EPSB before establishing off-campus sites to offer courses or whole programs.

- On-line programs have been on the board's retreat agenda for more than three years. The current language in the regulation has been expanded to require on-line or distance learning programs outside Kentucky to be accredited by one of two national organizations. The National Council for Accreditation of Teacher Education (NCATE) and Distance Education Training Council (DETC) are recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

Issue 4:

16 KAR 8:021 Fifth-year Program for renewal of teaching certificates, Repeal:

- This regulation actually sunset on September 1, 1995 and is no longer operational. The regulation was never officially removed from agency records and therefore, continues to be listed as one of EPSB's administrative regulations. Candidates pursuing programs under this administrative regulation could document completion of the program with the Division of Certification prior to June 30, 2001. This regulation was replaced by 16 KAR 8:020.

Groups/Persons Contacted:

Master's Redesign Committee
Standards Committee
Protocol/Guidelines Committee
Kentucky Association of Colleges of Teacher Education
P-12 Professional Community

Alternative Actions:

Issue 1:

1. Approve the proposed regulation
2. Modify the proposed regulation
3. Do not approve the proposed regulation

Issue 2:

1. Approve the proposed regulation
2. Modify the proposed regulation
3. Do not approve the proposed regulation

Issue 3:

1. Approve the proposed regulation
2. Modify the proposed regulation
3. Do not approve the proposed regulation

Issue 4:

1. Approve the repeal of the regulation
2. Do not approve the repeal of the regulation

Staff Recommendations:

Alternative Action 1 for all four issues

Rationale:

Issue 1: Approval of the amendments will support the board's request during the 2006 summer retreat and establish the teacher leadership endorsement as a companion piece for the master's redesign.

Issue 2: Approval of the amendments will support all teachers pursuing the teacher leader endorsement and reading consultant.

Issue 3: Approval of the amendments in this regulation will address the board's request made during the 2006 summer retreat, establish the timeline and program components for the master's redesign, and remove the Quality Performance Index as approved by the board at the June 2007 board meeting.

Issue 4: Repeal of 16 KAR 8:021 will permanently remove the regulation from the EPSB records.

Contact Person:

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Ms. Alicia Sneed, Director
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E-mail: marilyn.troupe@ky.gov

_____
Executive Director

Date:

September 24, 2007

EDUCATION PROFESSIONAL STANDARDS BOARD

(Amendment)

16 KAR 2:010. Kentucky teaching certificates.

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

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

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

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

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

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

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

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

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

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

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

(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 Kentucky [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 majors [~~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 majors [~~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 majors [~~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;

2. Moderate and severe disabilities;

3. Hearing impaired;

4. Hearing impaired with sign proficiency;

5. Visually impaired;

6. Communication disorders, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a master's degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

7. Communication disorders - SLPA only, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a baccalaureate degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 3.

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

(a) Psychology, grades 8-12;

(b) Sociology, grades eight (8) through twelve (12);

(c) Journalism, grades eight (8) through twelve (12);

(d) Speech/media communications, grades eight (8) through twelve (12);

(e) Theater, primary through grade twelve (12);

(f) Dance, primary through grade twelve (12);

(g) Computer information systems, primary through grade twelve (12); or

(h) English as a second language, primary through grade twelve (12).

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

(a) Computer science, grades eight (8) through twelve (12);

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

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

(d) Driver education, grades eight (8) through twelve (12);

(e) Reading and writing which shall require a master's degree in reading, primary through grade twelve (12);

(f) Instructional computer technology, primary through grade twelve (12);

(g) Teacher Leader, all grades;

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

(i) [~~(h)~~] Other instructional services - environmental education, primary through grade twelve (12);

(j) [~~(i)~~] Other instructional services - school nutrition, primary through grade twelve (12). The endorsement for school nutrition shall be obtained by either:

1. Completion of the requirements of Section 5(2) of this administrative regulation; or

2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the American School Food Service Association (ASFSA); or

(k) [~~(j)~~] Learning and behavior disorders, grades eight (8) through (12).

1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and

2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades eight (8) through twelve (12).

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

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

(b) Successful completion of the applicable assessments; and

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

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

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

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program.

(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., a professionally-certified teacher may

add a certificate endorsement or extension if the teacher meets the requirements established in paragraph (b) of this subsection.

(b) A certificate extension or certificate endorsement shall be issued if an educator submits a completed application and meets the following requirements:

1. A valid Kentucky professional teaching certificate;

2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;

3. Successful completion of the applicable content assessments; and

4. Either:

a. A declared major in the area of certification being sought; or

b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the index [~~HOUSSE Index~~] contained within the application form, TC-HQ. Coursework shall be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

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

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

Section 7. Application for certification or additional certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

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

(a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and

(b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

(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[~~2~~], Monday through Friday, 8 a.m. to 4:30 p.m.

Approved:

_____	_____
Date	Tom Stull, Chairperson Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 30, 2007 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by November 26, 2007 five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2007. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person:

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes Kentucky teaching certificates to be issued for teaching positions.

(b) The necessity of this administrative regulation: This administrative regulation notifies teachers of the prerequisites and application process for issuance of specific Kentucky teaching certificates and the teaching permissions for those certificates.

(c) How this administrative regulation conforms to the content of the authorizing statutes: 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 teacher and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation delineates the prerequisites for issuance of a Kentucky teaching certificate for specified teaching positions.

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

(a) How the amendment will change this existing administrative regulation: This amendment defines "major" as an academic area of concentration consisting of at least thirty (30) hours of course work. The amendment adds the requirement that secondary school teachers to receive a major in the primary area they teach. A teacher leader endorsement deriving from the Teacher Leader Master's Program to be promulgated in 16 KAR 5:010 is added as a new certification.

(b) The necessity of the amendment to this administrative regulation: This administrative regulation notifies teachers of the prerequisites and application process for issuance of specific Kentucky teaching certificates and the teaching permissions for those certificates.

(c) How the amendment conforms to the content of the authorizing statutes: 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 teacher and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate.

(d) How the amendment will assist in the effective administration of the statutes: This administrative regulation delineates the prerequisites for issuance of a Kentucky teaching certificate for specified teaching positions.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This regulation would affect all future teachers gaining the Masters degree after 2009 by adding the new endorsement to their certificates along with their rank change. The exact number is incalculable.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: 28 Educator Preparation Institutions, 174 school districts, certified educators, teacher candidates, and P-12 students.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should be no cost to any of the entities. Teacher candidates seeking secondary teaching certification usually earn degree in the content area; therefore, the added requirement of a major should not impact them.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): School districts, new and experienced educators, and P-12 students will all benefit from secondary teachers who have received uniform coursework in their content area. Educator preparation institutions will benefit from receiving students that have been prepared by those secondary teachers. In addition, the new teacher leader endorsement will benefit all stakeholders by increasing the supply of advanced teachers who can guide new teachers and supply students with advanced teaching expertise. Teachers will receive this endorsement as a part of the new degree program without additional fees to add the endorsement.

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

(a) Initially: There should be no cost.

(b) On a continuing basis: There should be no cost.

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

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

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are directly or indirectly increased.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, All individuals who meet the delineated requirements will receive the same certification.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 2:010 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X___ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Education Professional Standards Board, Public Colleges and Universities, and school districts.

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

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None.

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

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

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-):
Expenditures (+/-):
Other Explanation: The enactment of the changes within this regulation will result in no additional revenues nor expenditures for state government; however, the incorporation of the teacher leader endorsement into the revised Masters degree programs in Kentucky will save each degree completer the current $50.00 fee that is now paid for adding the equivalent endorsement area as a separate item to the teacher's certificate. The new Masters degree will "automatically" grant the Teacher Leader Endorsement upon completion of the degree as part of the resulting rank change.

EDUCATION PROFESSIONAL STANDARDS BOARD

(Amendment)

16 KAR 4:010. Qualifications for professional school positions.

RELATES TO: KRS 158.782, 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation or teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes certificate qualifications for the positions in a local school district for which a specific certificate is not available.

Section 1. This administrative regulation shall not apply to a position for which a specific certificate is available under another administrative regulation promulgated by the board in KAR Title 16.

Section 2. School Business Administrator. The qualifications for the position of school business administrator shall be one (1) of the following:

(1) Kentucky certification for school superintendent;

(2) A bachelor's or advanced degree in business; or

(3) Valid Kentucky certification for school business administrator issued prior to September 1, 1994.

Section 3. Director of Districtwide Services. A director of districtwide services shall qualify for this position on the basis of certification either as a school superintendent, supervisor of instruction, school business administrator, or principal.

Section 4. Director of Federally Supported Programs. A director of federally supported programs shall qualify for this position on the basis of certification either as a school superintendent, supervisor of instruction, or school principal.

Section 5. Consultant. A consultant in elementary education, special education, or in an academic subject field shall qualify for the position on the basis of the following:

(1) Option 1: (a) Master's degree or nondegree fifth-year program;

(b) [~~(2)~~] Certification in the appropriate subject field or service area; and

(c) [~~(3)~~] Three (3) years of teaching experience in the appropriate subject field or service area; or[~~.~~]

(2) Option 2: Teacher Leader endorsement.

Section 6. Reading Program Consultant. A reading program consultant shall qualify for the position on the basis of certification as a reading specialist or as an elementary consultant with appropriate training in reading instruction as verified by the local school district.

Section 7. Gifted Education Coordinator. A gifted education coordinator shall qualify for the position on the basis of the following:

(1) A master's degree or nondegree fifth-year program;

(2) A certificate endorsement for teacher of gifted education; and

(3) Three (3) years of teaching experience.

Section 8. Special Education Work Study Program Coordinator. A special education work study program coordinator shall qualify for the position on the basis of certification as a teacher of exceptional children.

Section 9. Professional Development Coordinator. The professional development coordinator shall qualify for the position on the basis of certification as a principal or supervisor of instruction.

Section 10. Instructional Television Coordinator. An instructional television coordinator shall qualify for the position on the basis of certification for classroom teaching.

Section 11. Instructional Coordinator. The instructional coordinator shall qualify for the position on the basis of certification for supervisor of instruction or school principal at the appropriate level.

Section 12. School Health Coordinator. A school health coordinator shall qualify for the position on the basis of certification for classroom teaching or certification for school nurse.

Section 13. Chapter I Remedial Mathematics. A teacher holding a valid early elementary certificate, grades K-4, shall qualify for teaching mathematics in a Chapter I program in grades 5-8.

Section 14. Teachers for Alternative Schools. A classroom teacher in an alternative school shall qualify on the basis of a certificate valid for classroom teaching.

Section 15. Instructional Technology Director. An instructional technology director shall qualify on the basis of a certificate valid for classroom teaching.

Section 16. Federal Grant Coordinator - School Level. A federal grant coordinator at the school level shall qualify on the basis of a certificate valid for classroom teaching.

Section 17. Job Training Partnership Act Teacher. A teacher in the JTPA Program shall qualify on the basis of a certificate valid for classroom teaching.

Section 18. Family Resource Center Director. A family resource center director shall qualify on the basis of a certificate valid for classroom teaching or for administration.

Section 19. Migrant Advocate. A migrant advocate shall qualify on the basis of a certificate valid for classroom teaching.

Section 20. Home and Hospital Teacher. A home and hospital teacher shall qualify on the basis of a certificate valid for classroom teaching.

Section 21. Dean of Students. A dean of students shall qualify on the basis of an instructional leadership certificate - school principal.

Section 22. Testing Coordinator. A testing coordinator shall qualify on the basis of an individual intellectual assessment certificate, psychometrist certificate, supervisor certificate, or guidance certificate.

Section 23. District Assessment Coordinator. A district assessment coordinator shall qualify on the basis of certification either as a school superintendent, supervisor of instruction, or school principal.

Section 24. Highly-Skilled Educator. (1) A highly-skilled educator shall qualify on the basis of qualifications established by the Kentucky Department of Education pursuant to KRS 158.782 and 704 KAR 4:030.

(2)(a) Successful experience as a highly-skilled educator since July 1, 1998 shall be considered administrative experience for purposes of advanced administrative certification.

(b) The Education Professional Standards Board shall review the certification qualifications established in this subsection if any of the following requirements of the highly-skilled educator

program are substantially revised by the General Assembly or the Kentucky Department of Education:

1. Selection criteria;

2. Training requirements; or

3. Functions and responsibilities.

Section 25. Athletic Director. An athletic director, if serving in a position paid from the certified salary schedule, shall qualify on the basis of a certificate valid for classroom teaching or for administration.

Approved:

_____ _____

Date

Tom Stull, Chairperson
Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 30, 2007 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by November 26, 2007 five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2007. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

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

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes certificate qualifications for positions in a local school district for which a specific certificate is not available.

(b) The necessity of this administrative regulation: This administrative regulation provides notice to school districts and applicants of the certification necessary for certain school positions for which a specific certificate is not available.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation sets the required certification for school positions that do not already have specified certifications.

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

(a) How the amendment will change this existing administrative regulation: This amendment states that teacher candidates completing the Teacher Leader Masters Program to be promulgated in 16 KAR 5:010 will receive the teacher leader endorsement and may be employed as a consultant. This amendment also clarifies that a reading program consultant shall qualify for the position on the basis of certification as a reading specialist or as an elementary consultant who has received specialized training in reading.

(b) The necessity of the amendment to this administrative regulation: The amendment provides an additional teaching endorsement to correspond with the advanced coursework that will be a part of the Teacher Leader Masters Program. This amendment clarifies the certification necessary for districts to employ individuals as reading program consultants.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of

preparation for teachers and other professional school personnel.

(d) How the amendment will assist in the effective administration of the statutes: This administrative regulation sets the required certification for school positions that do not already have specified certifications.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 28 Educator Preparation Institutions, 174 school districts, certified educators, teacher candidates, and P-12 students.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: None of the entities should have to take any further action to comply with the regulation.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should be no cost to any of the entities in question (3).

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Educator preparation institutions will benefit from the added area of certification tied to their teacher leader masters program. Teachers will benefit from the added endorsement with no additional fee that recognizes the advanced course work they have accomplished in the teacher leader masters program. School districts will benefit from the increase in the potential pool of consultants to employ. Students will benefit from qualified teachers delivering instruction.

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

(a) Initially: No additional cost.

(b) On a continuing basis: No additional cost

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

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

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are directly or indirectly increased.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, all applicants with the correct qualifications will be treated the same.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 4:010 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X___ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Education Professional Standards Board, Public Colleges and Universities, and school districts.

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

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This should have no effect on either area.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None.

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

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

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-):
Expenditures (+/-):
Other Explanation: The enactment of the changes within this regulation will result in no additional revenues nor expenditures for state government; however, the incorporation of the teacher leader endorsement into the revised Masters degree programs in Kentucky will save each degree completer the current $50.00 fee that is now paid for adding the equivalent endorsement area as a separate item to the teacher's certificate. The new Masters degree will "automatically" grant the Teacher Leader Endorsement upon completion of the degree as part of the resulting rank change.

EDUCATION PROFESSIONAL STANDARDS BOARD

(Amendment)

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

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

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 1. Definitions. (1) "AACTE" means the American Association of Colleges for Teacher Education.

(2) "Biennial report" means the report prepared by the EPSB summarizing the institutionally-prepared annual reports for a two (2) year period.

(3) "Board of examiners" means the team who reviews an institution on behalf of NCATE or EPSB.

(4) "EPSB" means the Education Professional Standards Board.

(5) "NCATE" means the National Council for Accreditation of Teacher Education.

(6) "NCATE accreditation" means a process for assessing and enhancing academic and educational quality through voluntary peer review.

(7) "State accreditation" means recognition by the EPSB that an institution has a professional education unit that has met accreditation standards as a result of review, including an on-site team review.

Section 2. Accreditation Requirements. (1) An institution offering an educator certification program or a program leading to a rank change:

(a) Shall be accredited by the state; and

(b) May be accredited by NCATE.

(2) State accreditation shall be:

(a) A condition of offering an educator certification program or a program leading to a rank change; and

(b) Based on the national accreditation standards which include the program standards enumerated in KRS 161.028(1)(b), and which are set out in the "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education" established by NCATE. The accreditation standards shall include:

1. 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.

2. 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 programs.

3. Standard 3 - Field Experience 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.

4. 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.

5. 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.

6. 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.

(3) NCATE accreditation shall not be a condition of offering an educator certification program or a program leading to a rank change.

(4) All educator preparation institutions and programs operating in Kentucky that require licensure by the Council on Postsecondary Education under KRS 164.945-164.947 and 13 KAR 1:020 shall:

(a) Be accredited by the state through the EPSB under this administrative regulation as a condition of offering an educator certification program or a program leading to rank change; and

(b) Comply with the EPSB "Accreditation of Preparation Programs Procedure".

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

(2) Stage One.

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

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

(c) The institution shall submit the following documentation:

1. Program descriptions required by Section 11 of this administrative regulation;

2. Continuous assessment plan required by Section 11 of this administrative regulation; and

3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this administrative regulation.

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

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

(3) Stage Two.

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

(b) The team shall be comprised of:

1. One (1) representative from a public postsecondary institution;

2. One (1) representative from an independent postsecondary institution; and

3. One (1) representative from the Kentucky Education Association.

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

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

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

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

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

1. Approval;

2. Approval with conditions; or

3. Denial of approval.

(4) Stage Three.

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

1. Approval;

2. Approval with conditions; or

3. Denial of approval.

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

1. Hold this temporary authorization for two (2) years; and

2. Continue the developmental process and the first accreditation process established in this administrative regulation.

(c) An institution denied temporary authorization may reapply.

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

1. Admit candidates;

2. Monitor, evaluate, and assess the academic and professional competency of candidates; and

3. Report regularly to the EPSB on the institution's progress.

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

1. May schedule additional technical visits; and

2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.

(5) Stage Four.

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

(b) All further accreditation activities shall be governed by the remaining sections of this administrative regulation, which govern the first accreditation of an educator preparation institution.

Section 4. Schedule and Communications. (1) The EPSB shall send an accreditation and program approval schedule to each educator preparation institution no later than August 1 of each year. The first accreditation cycle shall provide for an on-site continuing accreditation visit at a five (5) year interval. The regular accreditation cycle shall provide for an on-site continuing accreditation visit at a seven (7) year interval.

(2) The accreditation and program approval schedule shall be directed to the official designated by the institution as the head of the educator preparation unit with a copy to the president. The head of the educator preparation unit shall disseminate the information to administrative units within the institution, including the appropriate college, school, department, and office.

(3) The EPSB shall annually place a two (2) year schedule of on-site accreditation visits for a Kentucky institution in the agenda materials and minutes of an EPSB business meeting.

(4) The EPSB shall coordinate dates for a joint state and NCATE accreditation on-site visit.

(5) At least six (6) months prior to a scheduled on-site visit, an institution seeking NCATE or state accreditation shall give public notice of the upcoming visit.

(6) The governance unit for educator preparation shall be responsible for the preparation necessary to comply with the requirements for timely submission of materials for accreditation and program approval as established in this administrative regulation.

Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB to provide data about:

1. Faculty and students in each approved program;

2. Progress made in addressing areas for improvement identified by its last accreditation evaluation; and

3. Major program developments in each NCATE standard.

(b)1. An institution seeking accreditation from NCATE and EPSB shall complete the Professional Educator Data System (PEDS) sponsored by AACTE and NCATE and located online at http://www.aacte.org. After the PEDS is submitted electronically, the institution shall print a copy of the completed report and mail it to the EPSB at 100 Airport Road, Frankfort, Kentucky 40601.

2. An institution seeking state-only accreditation shall complete the annual report online at http://www.kyepsb.net/teacherprep/index.asp and submit it electronically to the division contact through the EPSB Web site.

(2)(a) The EPSB shall review each institution's annual report to monitor the capacity of a unit to continue a program of high quality.

(b) The EPSB may pursue action against the unit based on data received in this report.

(3) The Accreditation Audit Committee [~~Reading Committee~~] shall submit a biennial report, based on data submitted in the annual reports, to the unit head in preparation for an on-site accreditation visit.

Section 6. Content Program Review Committee. (1)(a) The EPSB shall appoint and train a content program review committee in each of the certificate areas to provide content area expertise to EPSB staff and the Reading Committee.

(b) Nominations for the content program review committees shall be solicited from the education constituent groups listed in Section 12 of this administrative regulation.

(2)(a) A content program review committee shall review an educator preparation program to establish congruence of the program with standards of nationally-recognized specialty program associations and appropriate state performance standards.

(b) A content program review committee shall examine program content and faculty expertise.

(3) A content program review committee shall submit written comments to EPSB staff and the Reading Committee for use in the program approval process.

(4) A content program review committee shall not make any determination or decision regarding the approval or denial of a program.

Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint and train a Continuous Assessment Review Committee to be comprised of P-12 and postsecondary faculty who have special expertise in the field of assessment.

(2) The Continuous Assessment Review Committee shall conduct a preliminary review of each institution's continuous assessment plan.

(3) The Continuous Assessment Review Committee shall meet in the spring and fall semesters of each year to analyze the continuous assessment plan for those institutions that are within one (1) year of their on-site visit.

(4) The Continuous Assessment Review Committee shall provide technical assistance to requesting institutions in the design, development, and implementation of the continuous assessment plan.

Section 8. Reading Committee. (1) The EPSB shall appoint and train a Reading Committee representative of the constituent groups to the EPSB.

(2) The Reading Committee shall conduct a preliminary review of accreditation materials, annual reports, and program review documents from an educator preparation institution for adequacy, timeliness, and conformity with the corresponding standards.

(3) For first accreditation, the Reading Committee shall:

(a) Review the preconditions documents prepared by the institution; and

(b) Send to the EPSB a preconditions report indicating whether a precondition has been satisfied by documentation. If a precondition has not been met, the institution shall be asked to revise or send additional documentation. A preconditions report stating that the preconditions have been met shall be inserted into the first section of the institutional report.

(4) For continuing accreditation and program approval, the Reading Committee shall:

(a) Determine that a submitted material meets requirements;

(b) Ask that EPSB staff resolve with the institution a discrepancy or omission in the report or program;

(c) Refer an unresolved discrepancy or omission to the on-site accreditation team for resolution; or

(d) Recommend that the evaluation and approval process be terminated as a result of a severe deficiency in the submitted material.

(5) The EPSB shall discuss a recommendation for termination with the originating institution. The institution may submit a written response which shall be presented, with the Reading Committee comments and written accreditation and program, by EPSB staff for recommendation to the full EPSB.

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

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

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

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

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

a. The degree or award levels for each program;

b. The administrative location for each program; and

c. The structure or structures through which the unit implements its oversight of all programs;

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

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

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

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

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

1. The vision and mission of the institution and the unit;

2. The unit's philosophy, purposes, and goals;

3. Knowledge bases including theories, research, the wisdom of practice, and education policies, that inform the unit's conceptual framework;

4. Candidate proficiencies aligned with the expectations in professional, state, and institutional standards; and

5. A description of the system by which the candidate proficiencies described are regularly assessed.

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

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

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

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

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

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

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

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

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

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

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

Section 10. Institutional Report. (1) For a first accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a written narrative describing the unit's conceptual framework and evidence that demonstrates the six (6) standards are met. The written narrative may be supplemented by a chart, graph, diagram, table, or other similar means of presenting information. The institutional report, including appendices, shall not exceed 100 pages in length. The report shall be submitted to the EPSB and to NCATE, if appropriate.

(2) For a continuing accreditation visit, the educator preparation unit shall submit, two (2) months prior to the scheduled on-site visit, a report not to exceed 100 pages addressing changes at the institution that have occurred since the last accreditation visit, a description of the unit's conceptual framework, and evidence that demonstrates that the six (6) standards are met. The narrative shall describe how changes relate to an accreditation standard and the results of the continuous assessment process, including program evaluation. The report shall be submitted to the EPSB and to NCATE, if appropriate.

Section 11. Program Review Documents. Eighteen (18) months for first accreditation and twelve (12) months for continuing accreditation in advance of the scheduled on-site evaluation visit, the educator preparation unit shall prepare and submit to the EPSB for each separate program of educator preparation for which the institution is seeking approval a concise description which shall provide the following information:

(1) The unit's conceptual framework for the preparation of school personnel which includes:

(a) The mission of the institution and unit;

(b) The unit’s philosophy, purposes, professional commitments, and dispositions;

(c) Knowledge bases, including theories, research, the wisdom of practice, and education policies;

(d) Performance expectations for candidates, aligning the expectations with professional, state, and institutional standards; and

(e) The system by which candidate performance is regularly assessed;

(2) The unit’s continuous assessment plan that provides:

(a) An overview of how the unit will implement continuous assessment to assure support and integration of the unit’s conceptual framework;

(b) Each candidate’s mastery of content prior to exit from the program, incorporating the assessment of the appropriate performance standards;

(c) Assessment of the program that includes specific procedures used to provide feedback and make recommendations to the program and unit; and

(d) A monitoring plan for candidates from admission to exit;

(3) Program experiences including the relationship among the program's courses and experiences, content standards of the relevant national specialty program associations (e.g.,

National Council of Teachers of Mathematics, National Council for the Social Studies, The Council for Exceptional Children, North American Association for Environmental Education, etc.), student academic expectations as established in 703 KAR 4:060, and relevant state performance standards established in 16 KAR 1:010 or incorporated by reference into this administrative regulation including:

(a) NCATE Unit Standards;

(b) Kentucky's Safety Educator Standards for Preparation and Certification;

(c) National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards; and

(d) Kentucky's Standards for Guidance Counseling Programs;

(4)(a) Identification of how the program integrates the unit's continuous assessment to assure each candidate's mastery, prior to exit from the program, of content of the academic discipline, and state performance standards as established in 16 KAR 1:010; and

(b) Identification of how the program utilizes performance assessment to assure that each candidate's professional growth is consistent with the Kentucky [~~New and Experienced~~] Teacher Standards as established in 16 KAR 1:010;

(5) A list of faculty responsible for and involved with the conduct of the specific program, along with the highest degree of each, responsibilities for the program, and status of employment within the unit and the university; and

(6) A curriculum guide sheet or contract provided to each candidate [~~student~~] before or at the time of admittance to the program.

Section 12. Teacher Leader Master's Programs and Planned Fifth Year Programs for Rank II.

(1)(a) 1. a. All master's programs for rank change or planned fifth year program for Rank II

approved or accredited by the Education Professional Standards Board prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

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

2. Any master's program or planned fifth year program for Rank II approved by the Education Professional Standards Board prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

3. Candidates admitted to master's programs or planned fifth year program for Rank II approved by the Educational Professional Standards Board prior to May 31, 2008 shall complete the program by January 31, 2013.

(b) Any institution of higher learning with a master's program or an planned fifth year program for Rank II approved by the Education Professional Standards Board prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(c) An institution submitting a redesigned master's program or a planned fifth year program for Rank II for review pursuant to the requirements of subsection (2) of this section may after approval of the redesigned program by the Education Professional Standards Board become operational beginning January 1, 2009.

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

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

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

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

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

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

(2)(a)In addition to the other requirements in this administrative regulation, beginning May 31, 2008, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each separate master's program or planned fifth year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

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

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

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

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

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

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

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

1. Be leaders in their schools and districts;

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

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

4. Gain expertise in content knowledge, as applicable;

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

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

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

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

9. Design and conduct professionally relevant research projects.

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

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

2. Clinical experiences and performance activities; and

3. Description of a culminating performance-based assessment.

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

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

(c) 1. Institutions with approved Teacher Leader Master's Program, may establish an endorsement program of teacher leadership coursework for candidates who received master's degrees at out of state institutions or who received master's degrees from Kentucky programs approved prior to May 31, 2008.

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

Section 13 [~~12~~]. Board of Examiners. (1) A Board of Examiners shall:

(a) Be recruited and appointed by the EPSB. The board shall be comprised of an equal number of representatives from three (3) constituent groups:

1. Teacher educators;

2. P-12 teachers and administrators; and

3. State and local policymaker groups; and

(b) Include at least thirty-six (36) members representing the following constituencies;

1. Kentucky Education Association, at least ten (10) members;

2. Kentucky Association of Colleges of Teacher Education, at least ten (10) members; and

3. At least ten (10) members nominated by as many of the following groups may wish to submit a nomination:

a. Kentucky Association of School Administrators;

b. Persons holding positions in occupational education;

c. Kentucky Branch National Congress of Parents and Teachers;

d. Kentucky School Boards Association;

e. Kentucky Association of School Councils;

f. Kentucky Board of Education;

g. Kentucky affiliation of a national specialty program association;

h. Prichard Committee for Academic Excellence;

i. Partnership for Kentucky Schools; and

j. Subject area specialists in the Kentucky Department of Education.

(2) An appointment shall be for a period of four (4) years. A member may serve an additional term if renominated and reappointed in the manner prescribed for membership. A vacancy shall be filled by the EPSB as it occurs.

(3) A member of the Board of Examiners and a staff member of the EPSB responsible for educator preparation and approval of an educator preparation program shall be trained by NCATE or trained in an NCATE-approved state program.

(4) The EPSB shall select and appoint for each scheduled on-site accreditation a team of examiners giving consideration to the number and type of programs offered by the institution. Team appointments shall be made at the beginning of the academic year for each scheduled evaluation visit. A replacement shall be made as needed.

(5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall arrange for the joint Board of Examiners to be cochaired by an NCATE appointed team member and a state team chair appointed by the EPSB. The joint Board of Examiners shall be composed of a majority of NCATE appointees in the following proportions, respectively: NCATE and state - six (6) and five (5), five (5) and four (4), four (4) and three (3), three (3) and two (2). The size of the Board of Examiners shall depend upon the size of the institution and the number of programs to be evaluated.

(6) For an institution seeking state-only accreditation, the EPSB shall appoint a chair from a pool of trained Board of Examiners members.

(7) For state-only accreditation, the Board of Examiners shall have six (6) members.

(8) The EPSB shall make arrangements for the release time of a Board of Examiner member from his place of employment for an accreditation visit.

Section 14[~~13~~]. Assembly of Records and Files for the Evaluation Team. For convenient access, the institution shall assemble, or make available, records and files of written materials which supplement the institutional report and which may serve as further documentation. The records and files shall include:

(1) The faculty handbook;

(2) Agenda, list of participants, and products of a meeting, workshop, or training session related to a curriculum and governance group impacting professional education;

(3) Faculty vitae or resumes;

(4) A random sample of graduates' transcripts;

(5) Conceptual framework documents;

(6) A curriculum program, rejoinder, or specialty group response that was submitted as a part of the program review process;

(7) Course syllabi;

(8) Policies, criteria and student records related to admission and retention;

(9) Samples of students' portfolios and other performance assessments;

(10) Record of performance assessments of candidate progress and summary of results including a program change based on continuous assessment;

(11) Student evaluations, including student teaching and internship performance; and

(12) Data on performance of graduates, including results of state licensing examinations and job placement rates.

Section 15[~~14~~]. Previsit to the Institution. No later than one (1) month prior to the scheduled on-site evaluation visit, the EPSB shall conduct a previsit to the institution to make a final review

of the arrangements. For an NCATE-accredited institution, the previsit shall be coordinated with NCATE.

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

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

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

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

(b) Off-campus programs shall be considered as part of the unit and the unit shall be accredited, not the off-campus programs.

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

(a) Met;

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

(c) Not met.

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

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

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

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

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

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

Section 17[~~16~~]. Preparation and Distribution of the Evaluation Report. (1) For a state-only visit, the evaluation report shall be prepared and distributed as follows:

(a) The EPSB staff shall collect the written evaluation pages from each Board of Examiners member before leaving the institution.

(b) The first draft shall be typed and distributed to Board of Examiners members.

(c) A revision shall be consolidated by the Board of Examiners chair who shall send the next draft to the unit head to review for factual accuracy.

(d) The unit head shall submit written notification to the EPSB confirming receipt of the draft.

(e) The unit head shall submit to the EPSB and Board of Examiners chair within ten (10) working days either:

1. A written correction to the factual information contained in the report; or

2. Written notification that the unit head has reviewed the draft and found no factual errors.

(f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each member of the Board of Examiners.

(g) The final report shall be printed by the EPSB and sent to the institution and to the Board of Examiners members within thirty (30) to sixty (60) working days of the conclusion of the on-site visit.

(2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as follows:

(a) The NCATE chair shall be responsible for the preparation, editing and corrections to the NCATE report.

(b) The state chair shall be responsible for the preparation, editing and corrections of the state report in the same manner established in subsection (1) of this section for a state-only visit.

(c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits shall be prepared in accordance with the Board of Examiners Report Format for State/NCATE Accreditation Visits.

Section 18[~~17~~]. Institutional Response to the Evaluation Report. (1)(a) The institution shall acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the report.

(b) If desired, the institution shall submit within thirty (30) working days of receipt of the report a written rejoinder to the report which may be supplemented by materials pertinent to a conclusion found in the evaluation report.

(c) The rejoinder and the Board of Examiners report shall be the primary documents reviewed by the Accreditation Audit Committee and EPSB.

(d) An unmet standard or area of improvement statement cited by the team may be recommended for change or removal by the Accreditation Audit Committee or by the EPSB because of evidence presented in the rejoinder. The Accreditation Audit Committee or the EPSB shall not be bound by the Board of Examiners decision and may reach a conclusion different from the Board of Examiners or NCATE.

(2) If a follow-up report is prescribed through accreditation with conditions, the institution shall follow the instructions that are provided with the follow-up report.

(3) If the institution chooses to appeal a part of the evaluation results, the procedure established in Section 24 [~~22~~] of this administrative regulation shall be followed.

(4) The institution shall make an annual report relating to the unit for educator preparation and relating to the programs of preparation as required by Section 5 of this administrative regulation.

Section 19[~~18~~]. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Accreditation Audit Committee as follows:

(a) One (1) lay member;

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

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

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

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

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

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

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

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

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

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

1. Accreditation;

2. Provisional accreditation;

3. Denial of accreditation; or

4. Revocation of accreditation.

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

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

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

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval.

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

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

Section 20[~~19~~]. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

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

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

(a) Accreditation.

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

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

(b) Provisional accreditation.

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

a. Accredit; or

b. Revoke accreditation.

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

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

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

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

(a) Accreditation.

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

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

(b) Accreditation with conditions.

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

decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

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

(c) Accreditation with probation.

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

a. Continue accreditation; or

b. Revoke accreditation.

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

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

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

2. Misrepresents its accreditation status to the public;

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

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

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

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

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

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

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit

shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

Section 21: Revocation for Cause. (1) If an area of concern or an allegation of misconduct arises in between accreditation visits, staff may bring a complaint to the Education Professional Standards Board for initial review.

(2) If after reviewing the allegations in the complaint the Education Professional Standards Board believes the unit's accreditation should be reviewed, the Education Professional Standards Board shall refer the matter to the Accreditation Audit Committee.

(3) Notice of the Education Professional Standards Board's decision and the complaint shall be sent to the institution. Within thirty (30) days of receipt of the complaint, the institution may respond to the allegations in writing and provide evidence pertaining to the allegations in the complaint.

(4) (a)The Accreditation Audit Committee shall review any evidence supporting the allegations and any information provided by the institution.

(b) Upon completion of review, the Accreditation Audit Committee shall issue a report containing one (1) of the following four (4) recommendations to the Education Professional Standards Board:

1. Accreditation;

2. Accreditation with conditions;

3. Accreditation with probation; or

4. Revocation of accreditation.

(5) The institution shall receive a copy of the Accreditation Audit Committee's report and may file a response to the Accreditation Audit Committee's recommendation.

(6) (a) The recommendation from the Accreditation Audit Committee and the Institution's response shall be presented to the Education Professional Standards Board.

(b) The Education Professional Standards Board shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the accreditation of the educator preparation unit.

Section 22[~~20~~]. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

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

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

(4) Program approval decision options shall be:

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

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

1. Approval; or

2. Denial of approval; or

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

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

(a) Approval;

(b) Approval with conditions; or

(c) Denial of approval for the program.

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

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

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

Section 23[~~21~~]. Public Disclosure. (1) After a unit and program approval decision becomes final, the EPSB shall prepare official notice of the action. The disclosure notice shall include the essential information provided in the official letter to the institution, including the decision on accreditation, program approval, standards not met, program areas for improvement, and dates of official action.

(2) The public disclosure shall be entered into the minutes of the board for the meeting in which the official action was taken by the EPSB.

(3) Thirty (30) days after the institution has received official notification of EPSB action, the EPSB shall on request provide a copy of the public disclosure notice to the Kentucky Education Association, the Council on Postsecondary Education, the Association of Independent Kentucky Colleges and Universities or other organizations or individuals.

Section 24 [~~22~~]. Appeals Process. (1) If an institution seeks appeal of a decision, the institution shall appeal within thirty (30) days of receipt of the EPSB official notification. An institution shall appeal on the grounds that:

(a) A prescribed standard was disregarded;

(b) A state procedure was not followed; or

(c) Evidence of compliance in place at the time of the review and favorable to the institution was not considered.

(2) An ad hoc appeals board of no fewer than three (3) members shall be appointed by the EPSB chair from members of the Board of Examiners who have not had involvement with the

team visit or a conflict of interest regarding the institution. The ad hoc committee shall recommend action on the appeal to the EPSB.

(3) The consideration of the appeal shall be in accordance with KRS Chapter 13B.

Section 25 [~~23~~]. Approval of Alternative Route to Certification Programs. (1) Alternative route programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation unit accreditation and program approval processes established in this administrative regulation and in the EPSB policy and procedure entitled "Approval of Alternative Route to Certification Program Offered Under KRS 161.028" as a condition of offering an educator certification program or program leading to a rank change.

(2) The EPSB shall consider a waiver upon request of the institution offering the alternative route program. The request shall be submitted in writing no later than thirty (30) days prior to the next regularly-scheduled EPSB meeting. In granting the waiver, the board shall consider the provisions of this administrative regulation and any information presented that supports a determination of undue restriction.

Section 26 [~~24~~]. In compliance with the Federal Title II Report Card State Guidelines established in 20 U.S.C. 1027 and 1028, the EPSB shall identify an educator preparation unit as:

(1) "At-risk of low performing" if an educator preparation program has received a:

(a) State accreditation rating of "provisional";

(b) State accreditation rating of "accreditation with conditions"; or

[~~(c) Quality Performance Index of "At Risk of Low Performance" established in Section 25 of this administrative regulation; or~~]

(2) "Low performing" if an educator preparation program has received a[~~:~~

~~(a)~~] State accreditation rating of "accreditation with probation"[~~; or~~

~~(b) Quality Performance Index of "Low Performance" established in Section 27 [25] of this administrative regulation]~~.

Section 27 [~~25~~]. The Education Professional Standards Board shall produce a state report card, which shall include:

(1) General information on the institution and the educator preparation unit;

(2) Contact information for the person responsible for the educator preparation unit;

(3) Type or types of accreditation the unit holds;

(4) Current state accreditation status of the educator preparation unit;

(5) Year of last state accreditation visit and year of next scheduled visit;

(6) Table of the unit's approved certification program or programs;

(7) Tables relating the unit's total enrollment disaggregated by ethnicity and gender for last three (3) years;

(8) Tables relating the unit's faculty disaggregated by FTE, ethnicity, and gender for last three (3) years;

(9) Table of the number of program completers (teachers and administrators) for the last three (3) years;

(10) Table relating pass rates on the required assessments;

(11) Table relating pass rates for Kentucky Teacher Internship Program;

(12) Table relating pass rates for Kentucky Principal Internship Program (if applicable);

(13) Table indicating student teacher satisfaction with preparation program;

(14) Table relating teacher intern satisfaction with preparation program; and

(15) Table relating new teacher (<3 years) and supervisor satisfaction with preparation program.[~~;~~

~~(16) Table aggregating quality performance indicators established in this section and the standards established in Section 2 of this administrative regulation;~~

~~(17) Hyperlinks to various supporting documents; and~~

~~(18) A Quality Performance Index (QPI) for each educator preparation unit. The Quality Performance Index shall comply with the provisions established in this subsection.~~

~~(a) The Quality Performance Index shall provide an indicator of the overall performance of the educator preparation unit.~~

~~(b) The Quality Performance Index shall be a calculation of three (3) separate performance measures:~~

~~1. Annual summary PRAXIS II pass rate;~~

~~2. Overall mean score on the Kentucky Educator Preparation Program new teacher survey; and~~

~~3. Three (3) year average pass rate on the Kentucky Teacher Internship Program.~~

~~(c) 1. Performance points shall be assigned to the outcome of each of the three (3) performance measures and each multiplied by specific performance weights.~~

~~2. The sum of the product shall be divided by the sum of the performance weights.~~

~~3. The resulting quotient shall produce the Quality Performance Index.~~

~~(d) The Quality Performance Index shall be divided into four (4) performance categories:~~

~~1. A score of 4.00 to 3.50 shall indicate "Excellent Performance ";~~

~~2. A score of 3.49 to 3.00 shall indicate "Satisfactory Performance ";~~

~~3. A score of 2.99 to 2.75 shall indicate "At Risk of Low Performance" and shall identify the educator preparation unit as "at-risk of low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation; and~~

~~4. A score of less than 2.75 shall indicate "Low Performance" and shall identify the educator preparation unit as "low performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation.~~

~~(c) The performance points and performance weights are established in the "Quality Performance Index Calculation" document incorporated by reference.~~]

Section 28 [~~26~~]. Approval of **Off-site and** On-line Programs. **(1) Institutions in Kentucky with educator preparation programs shall seek approval from the Education Professional Standards Board before offering courses or whole programs at an off-campus site.**

(a) The institution shall submit a written request to the board to begin offering courses at the off-site location describing the location and physical attributes of the off campus site, resources to be provided, faculty and their qualifications, and a list of courses or programs to be offered.

(b) The off-site location must be approved by the board before the institution may begin offering courses at the location.

(2) Initial and continuing on-line educator preparation programs originating from outside Kentucky shall be regionally [~~or nationally~~] accredited, [~~and~~] accredited or approved, as applicable, by the program's state of origin, and accredited or approved by NCATE or the Distance Education Training Council.

Section 29 [~~27~~]. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education", 2002 Edition, National Council for Accreditation of Teacher Education;

(b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of Teacher Education;

(c) "Education Professional Standards Board Accreditation of Preparation Programs Procedure", August 2002;

(d) "Education Professional Standards Board Approval of Alternative Route to Certification Program Offered under KRS 161.028", August 2002;

(e) "Education Professional Standards Board Emergency Review of Certification Programs Procedure ", September 2003;

(f) [~~"Quality Performance Index Calculation", 2005 edition, Education Professional Standards Board;~~

~~(g)~~] "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;

(g) [~~(h)~~] "National Association of School Psychologists, Standards for School Psychology Training Programs, Field Placement Programs, Credentialing Standards", July 2000; and

(h) [~~(i)~~] "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards, Education Professional Standards Board, November 2004.

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

Approved:

_____	_____
Date	Tom Stull, Chairperson Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 30, 2007 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by November 26, 2007 five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2007. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

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

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to alert educator preparation institutions of the requirements for accreditation and program approval.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation sets the standards and the review process for accreditation of educator preparation units and approval of programs.

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

(a) How the amendment will change this existing administrative regulation: The amendment replaces the Accreditation Audit Committee for the Reading Committee as the responsible committee in reviewing the college and university annual reports. The amendment sunsets all current master's programs and planned fifth year programs for rank change and establishes new requirements for all master's programs or planned fifth year programs for Rank II approved after May 31, 2008. The amendment establishes the Teacher Leader Master's program. The regulation clarifies that an off-campus program is part of a unit and that only a unit, not an off-campus program, may be accredited. The amendment provides for the Board of Examiner Team Chair to provide a response to the Education Professional Standards Board if the Board of Examiners Team's decision differs with the Accreditation Audit Committee accreditation decision. A procedure for revocation of a program for cause is added and the current Quality Performance Index requirement has been removed. Off-campus programs will now have to be approved by the Education Professional

Standards Board prior to course work being provided from that location. Out of state on-line programs will now be required in addition to state or regional accreditation, to have either accreditation from the National Council for Accreditation of Teacher Education or Distance Education Training Council.

(b) The necessity of the amendment to this administrative regulation: This amendment places more stringent requirements on master's programs and planned fifth year programs for Rank II to ensure that Kentucky's experienced teachers are receiving quality advanced preparation that enables them to use student achievement data to advance the quality of Kentucky's public education system. Other amendments have been added so that the Education Professional Standards Board may review program quality for cause and monitor program quality more closely.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.

(d) How the amendment will assist in the effective administration of the statutes: This administrative regulation sets the standards and the review process for accreditation of educator preparation units and approval of programs.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 28 Educator Preparation Institutions, 174 school districts, certified educators, teacher candidates, and P-12 students.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The 28 Educator Preparation Institutions will have to redesign their current master's programs and planned fifth year programs and resubmit them for approval prior to December 31, 2010. The other entities will not need to take any action.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There will be a significant initial cost to the educator preparation units in the redesign of their programs. This cost will differ among institutions depending on whether their current program already has the necessary programs in place, and therefore it is impossible to estimate. Certified educators and teacher candidates may bear this cost through tuition increases. The other entities should bear no additional costs.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The educator preparation programs will benefit by having advanced programs designed to increase student achievement, as well as closer ties to their local school districts. School districts, teachers, and P-12 students will benefit from better preparation programs that specifically focus on the needs of the school districts, teachers, and students.

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

(a) Initially: There will be additional cost to the Education Professional Standards Board in man-power hours and other associated costs during the transitional period. At this time the agency is unable to estimate that cost as it will depend on the number of programs submitted and the interval of time between submissions.

(b) On a continuing basis: No additional cost after all current programs are sunsetted.

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

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees will be necessary. An additional staff member may be required during the transitional period to efficiently guide the programs through the approval process.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees were directly or indirectly increased.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, all educator preparation programs will be treated the same.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.16 KAR 5:010 Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes __X___ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? Public colleges and universities, the Education Professional Standards Board, and the 174 school districts.

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

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. There should be no cost to the school districts; however there will be a cost to the colleges and universities that have to redesign their current programs. This cost can not be estimated as it will differ depending on the current program and resources at each college or university. The Education Professional Standards Board will have an increase in manpower hours.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? No revenue will be generated.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? No revenue will be generated for the school districts or the Education Professional Standards Board. Public colleges and universities may have an increase in revenue due to better prepared P-12 students and more teachers enrolling in the Teacher Leader Master's programs.

(c) How much will it cost to administer this program for the first year? The cost is capable of estimation at this time. There will be an increase in manpower hours; however, there should be no other start-up expenses.

(d) How much will it cost to administer this program for subsequent years? After the current programs are sunsetted on December 31, 2010, there will be no additional costs to administer this program.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation:

EDUCATION PROFESSIONAL STANDARDS BOARD

(Repealer)

16 KAR 8:022. Repeal of 16 KAR 8:021.

RELATES TO: KRS 157.390, 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 and 161.030 vest authority for the issuance and renewal of certification for all school personnel in the Education Professional Standards Board. This administrative regulation repeals 16 KAR 8:021, Fifth-year Program for Renewal of Teaching Certificates, which established the standards for the Fifth-year Program acceptable for certificate renewal until June 30, 2001.

Section 1. (1) Effective September 1, 1995, candidates shall not be admitted to any plan identified in this administrative regulation. Instead, candidates shall apply for admission to one (1) of the plans identified in 16 KAR 8:020.

(2) Candidates who are admitted to a plan in accordance with this administrative regulation before September 1, 1995, shall complete the program by September 1, 2000, and shall document completion of the program with the Division of Certification prior to June 30, 2001.

Section 2. (1) The standards described in this administrative regulation shall be in keeping with one (1) or more of the following purposes:

(a) To improve the professional competency for the position covered by the initial teaching certificate;

(b) To extend the scope of professional competency to some certification area not covered by the initial certificate; and

(c) To obtain preparation-certification required for professional advancement to a higher position.

(2) The preparation program required for the renewal of teaching certificates shall require completion of one (1) of the plans described in the following sections.

Section 3. The Plan I Fifth-year Program shall be the completion of a master's degree leading to a standard teaching certificate from a regionally accredited college or university or from any foreign institution recognized by its government for teacher education purposes.

Section 4. The Plan II Fifth-year Program shall be the completion of a master's degree in a professional education specialty from a regionally accredited college or university or from a foreign institution recognized by its government for teacher education purposes.

Section 5. The Plan III Fifth-year program shall be the completion of a master's degree in an academic subject identified in the teacher certification requirements as a teaching field from a regionally accredited college or university or from a foreign institution recognized by its government for teacher education purposes.

Section 6. The Plan IV Fifth-year Program shall consist of a program completed in accordance with the following guidelines:

(1) The Plan IV Fifth-year Program shall be planned individually with each applicant by the teacher education institution which shall be an institution approved for offering programs leading to the standard teaching certificates.

(2) The Plan IV Fifth-year Program shall consist of thirty-two (32) semester hours of credit earned above and beyond the bachelor's degree and the four (4) year program of preparation

required for a provisional certificate, except that persons who complete a mandated dual certification program shall be allowed to count toward the Plan IV Fifth-year Program those credits in the second certification area which are beyond those required for a bachelor's degree and certification in the first area.

(3) The academic standing for the thirty-two (32) semester hour program shall be no less than is required at the planning institution for the teacher education graduates. The total program shall include;

(a) At least eighteen (18) semester hours earned at the planning institution;

(b) At least twelve (12) semester hours of graduate level course work;

(c) At least twelve (12) semester hours of professional education; and

(d) At least twelve (12) semester hours from the area of the teacher's specialization.

(4) Once the Plan IV Fifth-year Program has been planned with the individual, the planning institution may authorize in advance the completion of a maximum of six (6) semester hours of the program at a senior college.

(5) Course work earned by the applicant prior to planning the Fifth-year Program may be evaluated for acceptance by the planning institution.

(6) Credit earned by correspondence shall not apply toward the Plan IV Fifth-year Program.

Section 7. (1) The Plan V Fifth-year Program shall follow the same guidelines as for the Plan IV Fifth-year Program described in Section 6 of this administrative regulation except for the modifications described and permitted in this section.

(2) The Plan V Fifth-year Program shall include thirty-two (32) semester hours of credit, except that continuing education units (CEU) or professional staff development units (PSDU) may be substituted under an equivalent formula for up to twelve (12) semester hours of the total program.

(3) The college credits shall include twelve (12) semester hours in professional education and six (6) semester hours from the area of the teacher's specialization.

(4) At least eighteen (18) semester hours of credit shall be earned at the planning institution.

(5) Twelve (12) semester hours of the total program shall be for graduate level credit.

(6) The Plan V Fifth-year Program shall be planned by the teacher education institution individually with each applicant in terms of the position held by the applicant or in terms of a position anticipated by the applicant. Standard college credits earned by the applicant prior to planning the program shall be evaluated for possible acceptance by the planning institution; however, all preparation recorded as continuing education units or as professional staff development units shall be included as a component of applicant's planned program as approved in advance for acceptance as a part of the Plan V Fifth-year Program.

(7) The grade point standing for the college credit portion of the Plan V Fifth-year Program shall be no less than that required at the planning institution for teacher education graduates.

(8) The planning institution may authorize in advance the completion of a maximum of six (6) semester hours of the program at a senior college.

(9) Credit earned by correspondence shall not apply toward the Plan V Fifth-year Program.

(10) The continuing education unit as used in the Plan V Fifth-year Program shall be the continuing education unit now in use by accredited colleges and universities and shall include ten (10) contact clock hours of participation in an organized professional experience under responsible sponsorship, capable direction, and qualified instruction. For purposes of the Plan V Fifth-year Program the studies and experiences for continuing education units shall be planned in advance to insure relevance to the total program being planned with the applicant.

For purposes of the Plan V Fifth-year Program two (2) continuing education units shall be applied on the same basis as one (1) semester hour of college credit.

(11) The professional staff development unit as used in the Plan V Fifth-year Program shall be awarded for participation in short term workshops organized by the local school district or by the State Department of Education and shall require a minimum of ten (10) contact clock hours of participation for each unit. For purposes of the Plan V Fifth-year Program two (2) professional staff development units shall be applied on the same basis as one (1) semester hour of college credit. For this purpose the local district in-service education committee established under 704 KAR 3:035 shall approve in advance the local district workshops that are to be offered for professional staff development units on the basis of the following criteria:

(a) There is an assessment of educational need based upon input from the persons who are to be participants in the workshop activity;

(b) There is a statement of objectives relating to the assessment;

(c) The workshop activities and the study materials are appropriate to the attainment of the objectives. Participants shall have input into the design of the workshop;

(d) The instructor has appropriate expertise for the nature of the workshop; and

(e) Appropriate records are prepared using forms authorized by the State Department of Education. Each participant shall be given an individual record of PSDU's granted.

Approved:

_____	_____
Date	Tom Stull, Chairperson Education Professional Standards Board

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on November 30, 2007 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing by November 26, 2007 five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until November 30, 2007. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

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

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation repeals 16 KAR 8:021 which established the standards for the Fifth-year Program acceptable for certificate renewal between September 1, 1995 and September 1, 2000.

(b) The necessity of this administrative regulation: This administrative regulation is necessary because 16 KAR 8:021 has been replaced by 16 KAR 8:020.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028 and KRS 161.030 vest the authority for the issuance and renewal of certification for all school personnel in the Education Professional Standards Board.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation will repeal 16 KAR 8:021 which contained programs that are no longer approved by the Education Professional Standards Board as of September 30, 2000. Any individual who completed these programs was to document their completion with the Division of Certification prior to June 30, 2001. This administrative regulation will therefore repeal a regulation that is no longer pertinent.

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

(a) How the amendment will change this existing administrative regulation: Not Applicable.

(b) The necessity of the amendment to this administrative regulation: Not Applicable.

(c) How the amendment conforms to the content of the authorizing statutes: Not Applicable.

(d) How the amendment will assist in the effective administration of the statutes: Not Applicable.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This regulation should not affect any stakeholders because the regulation it is repealing has not been pertinent since June 30, 2001.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: No entities will be affected.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No entities will be affected.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): No entities will be affected.

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

(a) Initially: No cost is associated with this regulation.

(b) On a continuing basis: No cost is associated with this regulation.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: No cost is associated with this regulation.

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

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees will be directly or indirectly increased.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, this regulation will repeal 16 KAR 8:021 which has not been applicable since June 30, 2001.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.__16 KAR 8:022_____ Contact Person: Alicia A. Sneed

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?
Yes ___X__ No _____
If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? Education Professional Standards Board.

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

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None.

(c) How much will it cost to administer this program for the first year? No cost will be associated with this regulation.

(d) How much will it cost to administer this program for subsequent years? No cost will be associates with this regulation.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.
Revenues (+/-):
Expenditures (+/-):
Other Explanation:

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item I

Action Item:

2007-08 Emergency Non-Certified School Personnel Program

Applicable Statutes and Regulation:

16 KAR 2:030, Section 3

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the local school districts' applications for the Emergency Non-Certified School Personnel Program, 2007-08, as recommended by staff?

Background:

Pursuant to 16 KAR 2:030, Section 3, a school district may submit a written application for participation in the Emergency Non-Certified School Personnel Program any time during the school year. Attached is a list of the school districts that staff is recommending for continuance in the program for the 2007-08 school year.

Alternative Actions:

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

Staff Recommendation:

Alternative 1

Rationale:

All districts recommended have submitted a year-end summary report as required by 16 KAR 2:030 and have requested continuation in this program for 2007-08.

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

September 24, 2007

EMERGENCY NON-CERTIFIED SCHOOL PERSONNEL PROGRAM

Staff is recommending the following districts be reinstated for participation in the Emergency Non-Certified School Personnel Program for 2007-2008.

1. Anderson County
2. Ballard County
3. Barren County
4. Boone County
5. Bourbon County
6. Boyle County
7. Burgin Independent
8. Butler County
9. Campbell County
10. Carter County
11. Casey County
12. Christian County
13. Covington Independent
14. Crittenden County
15. Erlanger Elsmere Independent
16. Estill County
17. Franklin County
18. Gallatin County
19. Garrard County
20. Glasgow Independent
21. Grant County
22. Hancock County
23. Harrison County
24. Jefferson County
25. Lee County
26. Letcher County
27. Logan County
28. Meade County
29. Menifee County
30. Morgan County
31. Nelson County
32. Owsley County
33. Paris Independent
34. Shelby County
35. Trigg County
36. Union County
37. Warren County
38. Washington County
39. West Point Independent
40. Wolfe County
41. Woodford County

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

RELATES TO: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100
STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), 161.030(1), (9), 161.100
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualifications for the respective position issued by the Education Professional Standards Board. KRS 161.100 provides for the issuance of an emergency certificate. This administrative regulation establishes a Certificate for Substitute Teaching, the priority selection process for employing a substitute teacher, and the Emergency Noncertified School Personnel Program…

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item J

Action Item:

Kentucky Teacher Internship Program Appeals

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010, Section 9

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve recommendations 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 KTIP Beginning Teacher Committee by requesting review by a KTIP Appeals Committee. An Appeals Committee includes one teacher, one administrator, one teacher educator, and the EPSB Executive Director's designee. An Appeals Committee reviews the written appeal by the teacher intern, any responses of the Beginning Teacher Committee members, all KTIP committee reports and documentation, the portfolio or Teacher Performance Assessment, and all other relevant information as requested by the Appeals Committee.

At least three members of an Appeals Committee must be present or must have reviewed all materials and provided a written opinion on the appeal in order for a recommendation to be made. An Appeals Committee may recommend that the EPSB *uphold* the Beginning Teaching Committee's decision of unsuccessful, *not uphold* the Beginning Teaching Committee's decision of unsuccessful, or *nullify* the internship because of procedural errors so that the intern may have two additional opportunities to successfully complete the internship.

The Appeals Committees met August 28-29, 2007 to review the appeal requests of eleven interns. Documents reviewed for the interns include the following: appeal letters and supporting documentation, KTIP final reports, KTIP observation instruments and portfolios, resource teacher timesheets, and professional growth plans.

The Appeals Committee recommendation and each KTIP Committee record for each intern will be sent under separate cover. The entire file for each intern, including the intern's portfolio, will be available for review at the September Board meeting.

Alternative Actions:

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

Staff Recommendation:

Alternative Action 1

Rationale:

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

Contact Persons:

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

Mr. Gary Stephens, Attorney
Division of Legal Services
(502) 564-4604
E-mail: gary.stephens@ky.gov

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

Executive Director

Date:

September 24, 2007

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095
STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;
2. One (1) principal;
3. One (1) teacher educator; and
4. The Executive Director of the Education Professional Standards Board, or his or her designee.

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

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

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

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

(3)(a) The appeals committee shall review 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.

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

1. Evidence of the teacher intern's ability to meet the requirements of the new teacher 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 between teacher intern performance records, professional growth plans, beginning teacher committee meeting reports, and the final decision of the committee.

(4) 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.

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

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

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

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

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

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

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board by certified mail to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed 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 teacher intern by certified mail.

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EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item K

Action Item:

Continuing Education Option Task Force Charter

Applicable Statutes and Regulation:

KRS 161.095
16 KAR 8:030

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board review and redesign the current Continuing Education Option?

Background:

Pursuant to KRS 161.095, the Education Professional Standards Board (EPSB) must develop standards for continuing education related to maintaining a certificate, including university courses, an advanced degree, or a combination of university courses, field-based experience, individual research, and approved professional development. The EPSB must establish a system of quality assurance related to continuing education activities and certification requirements.

16 KAR 8:030 established the procedures for the current Continuing Education Option which went into effect May 18, 1998. The program consists of four (4) phases: (1) Building a plan for job-embedded professional development and completion of the on-line module; (2) Content exploration and research; (3) Student instruction and assessment; and (4) Professional leadership and publication.

During the August 2007 EPSB meeting, the board directed staff to form a task force to review the current Continuing Education Option (CEO) and address the following questions:

1. Is the current CEO accomplishing what it is required to accomplish?
2. Is EPSB implementing an assessment process that is valid and reliable?
3. Is the current CEO totally in line with the statute?

Attached is the task force charter for the Continuing Education Option Task Force.

Alternative Actions:

1. Approve recommendations for the CEO Task Force charter.
2. Modify recommendations for the CEO Task Force charter.
3. Do not approve recommendations for the CEO Task Force charter.

Staff Recommendation:

Alternative Action 1

Rationale:

While the current Continuing Education Option has been successful in leading teachers to make changes in the classroom, it does not appear to be in line with the statute. In addition, the portfolio scorer inter-rater reliability does not meet the standard to which this type of assessment should be held.

Contact Person:

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_____
Executive Director

Date:

September 24, 2007

THE CONTINUING EDUCATION OPTION PROGRAM TASK FORCE CHARTER

Purpose:

Pursuant to KRS 161.095, the Education Professional Standards Board (EPSB) must develop standards for continuing education related to maintaining a certificate, including university courses, an advanced degree, or a combination of university courses, field-based experience, individual research, and approved professional development. The EPSB must establish a system of quality assurance related to continuing education activities and certification requirements.

16 KAR 8:030 established the procedures for the current Continuing Education Option (CEO) program and first became effective May 18, 1998. The program consists of four (4) phases: (1) Building a plan for job-embedded professional development and completion of the on-line module; (2) Content exploration and research; (3) Student instruction and assessment; and (4) Professional leadership and publication.

During the August 2007 EPSB meeting, the board directed staff to form a task force to review the current CEO program and address the following questions:

4. Is the current CEO program accomplishing its required objectives?
5. Is EPSB implementing an assessment process that is valid and reliable?
6. Is the current CEO program totally in line with the statute?

Scope of Operation:

The CEO Task Force must remain within statutory boundaries but may recommend regulatory and policy changes. The operational boundary for the Task Force is KRS 161.095 Continuing Education for Teachers. There is a time commitment expectation for all Task Force members in order to stay on schedule and meet the deadline as set by EPSB. Members will be reimbursed for travel, lodging, meals, and substitute teachers when appropriate for service on the committee. EPSB staff will provide support to the committee and provide the necessary resources where legally permissible in order for the Task Force to accomplish its objectives.

Objectives:

1. The Task Force will review KRS 161.095.
2. The Task Force will review the quality of the components of the current CEO.
3. The Task Force will determine whether the components of the current CEO need revisions.
4. The Task Force will review other components to determine whether they need to become a part of the CEO.
5. The Task Force will review the structure within which the CEO operates and determine whether the program should be operated within a different structure.
6. The Task Force will submit an initial report to the Education Professional Standards Board. This report will include a detailed description of the findings and subsequent recommendations of the Task Force, including a recommended implementation schedule for an improved CEO.

7. Based on the initial report to the Educational Professional Standards Board and subsequent feedback from the board, the Task Force will submit a final report to the Educational Professional Standards Board.

Time Frame:

The CEO Task Force will meet in October or November with subsequent meetings to be held after the first of the year. The initial report will be presented to the Educational Professional Standards Board at the March 2008 board meeting, and a final report will be presented at the May 2008 board meeting.

161.095 Continuing education for teachers.

By July 1, 1997, the Education Professional Standards Board, with the advice of the Kentucky Board of Education, shall promulgate administrative regulations to establish procedures for a teacher to maintain his certificate by successfully completing meaningful continuing education. The Education Professional Standards Board shall develop standards for continuing education related to maintaining a certificate, including university courses, an advanced degree, or a combination of university courses, field based experience, individual research, and approved professional development. The Education Professional Standards Board shall establish a system of quality assurance related to continuing education activities and certification requirements. The requirements shall become effective January 1, 1998.

Effective: July 15, 1996

History: Created 1996 Ky. Acts ch. 298, sec. 1, effective July 15, 1996; and ch. 362, sec. 6, effective July 15, 1996.

16 KAR 8:030. Continuing education option for certificate renewal and rank change.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.095, 161.1211
STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), (q), 161.030(1), 161.095, 161.1211
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.095 requires the Education Professional Standards Board to promulgate an administrative regulation establishing procedures for a teacher to maintain a certificate by successfully completing meaningful continuing education. KRS 161.028(1)(f), and 161.030 vest authority for the issuance and renewal of certification for all professional school personnel in the board, and KRS 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211 establishes certificate ranks and requires the board to issue rank classifications. This administrative regulation establishes the procedures for the continuing education option for certificate renewal and rank change.

Section 1. Procedures for the first and second renewal of the professional teaching certificate established in 16 KAR 2:010 shall require completion of:
(1) The continuing education option established in this administrative regulation; or
(2) A planned fifth-year program established in 16 KAR 8:020.

Section 2. The continuing education option shall consist of four (4) phases:
(1) Building a plan for job-embedded professional development and completion of the on-line module, described in Section 3(2)(e) of this administrative regulation;
(2) Content exploration and research;
(3) Student instruction and assessment; and
(4) Professional leadership and publication.

Section 3. (1) A teacher who chooses the continuing education option for certificate renewal and rank change shall:
(a) Attend a program orientation meeting, conducted by the Education Professional Standards Board or its designee, prior to applying for this program; and
(b) Successfully complete a seminar on how to build a plan for the job-embedded professional development.
(2)(a) The seminar shall be approved by the Education Professional Standards Board for this purpose.
(b) A school district, group of districts, or any Kentucky postsecondary institution with an accredited educator preparation program may make application to the Education Professional Standards Board for approval to sponsor a seminar. The Education Professional Standards Board may sponsor a seminar in any district or group of districts in which a seminar is not otherwise offered.
(c) The seminar shall be led by a continuing education option coach approved by the Education Professional Standards Board.
(d) The seminar shall be a blend of:
1. Web-based instruction; and
2. Face-to-face cohort meetings.
(e) The web-based instruction shall be provided by the Education Professional Standards Board through an on-line module at www.KyEducators.org.
(f)1. The face-to-face cohort meetings shall be offered at least two (2) times per month during the plan building seminar.
2. Following completion of phase one (1) of the continuing education option, face-to-face cohort meetings shall continue on a monthly basis.
(g) Completion of the first phase of the continuing education option allows the candidate to receive first renewal of the candidate's certificate beginning June 30, 2002.
(3) Payment of seminar tuition.
(a)1. Tuition for the on-line module provided by the Education Professional Standards Board shall be $150; and
2. The on-line module fee shall be paid to the Education Professional Standards Board at the time of enrollment as indicated in the on-line enrollment application.
(b)1. Tuition for the cohort meetings shall be $600; and
2. The cohort meeting fee shall be paid to the approved seminar sponsor.
(c)1. Seminar tuition shall be nonrefundable.

2. A cohort meeting fee may be transferred to another seminar sponsor upon agreement between both sponsors.

(4) An individual job-embedded professional development plan shall be designed by the teacher and shall:

(a) Focus on a professional growth need identified by the teacher with consideration given to the needs identified in the school's consolidated plan, student assessment results, and community resources;

(b) Include goals correlated to each of the ten (10) experienced teacher standards established in 16 KAR 1:010 and directly related to the teacher's individual professional growth needs established in paragraph (a) of this subsection;

(c) Include a timeline in which the candidate shall complete all phases of the continuing education option. The timeline shall not:

1. Be less than twelve (12) months; and

2. Be more than four (4) years; and

(d) Be reviewed by the continuing education option coach for the seminar cohort.

1. The continuing education option coach shall:

a. Review the plans using the scoring rubric approved by the Education Professional Standards Board;

b. Provide written feedback on each standard to the teacher regarding the quality of the plan; and

c. Notify the Education Professional Standards Board of all reviewed plans.

2. The teacher may resubmit the plan for an additional review if the continuing education option coach has provided evidence of a deficiency or deficiencies in the plan.

(5)(a) The teacher shall participate in a job-embedded professional development experience with documented outcomes that demonstrate the accomplishment of the established goals.

(b) A job-embedded professional development experience shall include a combination of:

1. Graduate college coursework;

2. Research;

3. Field-experience;

4. Professional development activities; or

5. Interdisciplinary networking and consultations.

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

(d) The experience may be:

1. A part of an approved school professional development plan; or

2. An experience specifically needed by the teacher.

(6)(a) The evidence of accomplishment of the goals identified in the plan shall be documented in a portfolio.

(b) The portfolio shall be presented to the Education Professional Standards Board for review and scoring.

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

1. That all experienced teacher standards have been met;

2. Of the effects on student learning; and

3. Of the professional growth over time in:

a. Content knowledge;

b. Instructional and student assessment practices; and

c. Professional leadership and publication skills.

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

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

(f) The portfolio shall be submitted in either:

1. A traditional paper format with videotape or digital video disc (DVD) hard copy; or

2. An electronic format.

(g) A portfolio shall not exceed three (3) four (4) inch binders in size or its electronic equivalent.

Section 4. (1)(a) Initial application for the continuing education option program shall be made through a seminar sponsor approved by the Education Professional Standards Board.

(b) The approved seminar sponsor shall report all enrolled applicants to the Education Professional Standards Board.

(2) An enrolled applicant shall register on-line at www.KyEducators.org for the on-line continuing education option plan building module established in Section 3(2) of this administrative regulation.

Section 5. (1) A team of two (2) readers approved by the Education Professional Standards Board shall review and score the continuing education portfolio.

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

(3) The two (2) person reading team shall:

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

(b) Use a scoring rubric that is based on the experienced teacher standards and indicators to review and score the portfolios;

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

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

(d) Be trained by the Education Professional Standards Board to score the portfolios in a consistent and reliable manner.

(4) If the two (2) person reading team cannot reach consensus in the review process, a chief reader employed by the Education Professional Standards Board shall score the portfolio and report results to the Education Professional Standards Board.

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

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

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

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

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

Section 7. Payment of Fee for Scoring the Portfolio. (1) A scoring fee of $1200 shall be assessed to each continuing education option candidate.

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

(a) The evaluation of approved seminar provider programs;

(b) Training the continuing education option coaches who lead the seminars;

(c) Training and compensating the portfolio reading team members; and

(d) The initial scoring of the portfolio.

(3) Payment shall be made to the Education Professional Standards Board.

(4) The full fee shall be due at the time that the portfolio, or parts thereof as stipulated in Section 6(2) of this administrative regulation, are submitted to the Education Professional Standards Board for scoring.

(5) The initial scoring fee shall provide for one (1) scoring of all parts of the portfolio.

(6)(a) A fee of $120 shall be assessed for each unmet standard that requires rescoring.

(b) The rescoring fee, if applicable, shall be paid to the Education Professional Standards Board at the time that the revised portfolio is submitted for rescoring.

Section 8. (1) A teacher who submitted a professional development plan prior to June 30, 2002 shall have until December 31, 2004 to complete the continuing education option program.

(2) If the teacher fails to complete the program by December 31, 2004, the teacher shall forfeit all fees and reapply to participate under the revised guidelines.

(3)(a) A continuing education option candidate who enrolled prior to June 30, 2002 shall be notified by the Education Professional Standards Board that his portfolio shall be completed by December 31, 2004.

(b) The notification shall be by registered mail.

(c) The candidate's portfolio shall be scored using the rubric in effect when the candidate enrolled in the continuing education option program.

(d) A candidate under this section shall not be charged an additional fee for rescoring a previously submitted portfolio.

(e) The candidate shall be provided an opportunity to participate in a cohort established in Section 3 of this administrative regulation.

(f) The candidate shall be offered coaching by an approved continuing education option coach.

Section 9. (1) Portfolios shall be scored by the Education Professional Standards Board on a quarterly basis.

(2) A teacher shall have been enrolled in the continuing education option program for at least twelve (12) months prior to submission of the portfolio to the Education Professional Standards Board for scoring.

(3) A teacher shall submit a portfolio to the Education Professional Standards Board for initial scoring:

(a) Between January 1 and January 15;

(b) Between April 1 and April 15;

(c) Between July 1 and July 15; or

(d) Between October 1 and October 15.

(4) The date of portfolio submission shall be either:

(a) The day the portfolio is hand-delivered to the Education Professional Standards Board offices; or

(b) The date of the postmark.

(5) A portfolio that requires rescoring shall be resubmitted in accordance with the schedule established in subsection (3) of this section.

(6) All portfolios shall become the property of the Education Professional Standards Board.

(7)(a) The Education Professional Standards Board shall provide electronic tracking of all portfolios to identify cases of plagiarism.

(b) Instances of plagiarism shall be reported to the Education Professional Standards Board for disciplinary action. (24 Ky.R. 2040; Am. 2360; eff. 5-18-98; 25 Ky.R. 1712; 2152; eff. 3-1-99; 28 Ky.R. 2062; 2338; eff. 5-16-2002; recodified from 704 KAR 20:022, 7-2-2002; 30 Ky.R. 2326; 31 Ky.R. 27 eff. 8-6-04.)

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver A

Action Item:

Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statutes and Regulation:

16 KAR 5:040, Section 2(d)

Applicable Goal:

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

Issue:

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

Background:

Dr. Brenda Priddy, Dean, School of Education, Campbellsville University, is requesting a waiver of 16 KAR 5:040, Section 2 (d), which requires a cooperating teacher to have taught in their present school system for at least one year immediately prior to being assigned a student teacher on behalf of Mr. Jim Campbell. The request is for fall 2007.

This request is made in order to arrange placement for a student teacher in the Secondary School-English program at Campbellsville University. At the beginning of this school year, the student teacher had been placed with a cooperating teacher at Campbellsville High School who has since resigned. As a result, the school district has hired Mr. Jim Campbell, a retired teacher with English certification. The university requests placement for this student teacher with Mr. Campbell. As a cooperating teacher, Mr. Campbell meets all other requirements of the regulation except for having taught in the Campbellsville school district during the previous school year. The principal states that Mr. Campbell has many years of teaching experience and would be an excellent mentor for the student teacher.

A copy of Dr. Priddy's letter and other supporting documentation including the pertinent part of the regulation are attached.

Alternative Actions:

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

Contact Person:

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Executive Director

Date:

September 24, 2007

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042
STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

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

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:
(a) A valid Kentucky teaching certificate for each grade and subject taught;
(b) Attained Rank II certification;
(c) At least three (3) years of teaching experience on a Professional Certificate; and
(d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.
(2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.
(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.
(4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:
(a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
(b) An ability to model best practices for the delivery of instruction;
(c) A mastery of the content knowledge or subject matter being taught;
(d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
(e) An ability to use multiple forms of assessment to inform instruction; and
(f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.
(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.
(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.
(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.
(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.
(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.
(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver B

Action Item:

Request to waive language in 16 KAR 6:010. Written examination prerequisite for teacher certification

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.030
16 KAR 6:010 Section 3(2)(4)

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 pertaining to the Kentucky content assessment requirements for Middle School and Secondary English certification?

Background:

Ms. Jamie Cowin Marsh is seeking Middle School and Secondary English certification. She has completed and passed the following Praxis tests in accordance with Arkansas teacher certification requirements.

Test	Test Date	Results
Praxis II *English Language, Literature, and Composition: Content Knowledge (0041)*	06-12-2004	190 Pass
Praxis II *English Language, Literature, and Composition: Essays (0042)*	06-12-2004	170 Pass
Praxis III *English Language Grades 4-8*	05-2006	43 Pass

In March 2002, the Educational Professional Standards Board approved a waiver of additional PRAXIS test requirements for teachers who have already successfully completed the content tests at the secondary level and are seeking middle school certification in the same content area.

Therefore, the only assessment required for Ms. Marsh to obtain Middle School and Secondary English certification is either the Praxis II *Principles of Learning and Teaching: Grades 5-9 (0523)* or the Praxis II *Principles of Learning and Teaching: Grades 7-12 (0524)*.

Ms. Marsh is requesting the board to waive the language in the regulation to allow her successful completion of the Praxis III *English Language Grades 4-8* to substitute for the Praxis II *Principles of Learning & Teaching: Grades 5-9 (0523)* or Praxis II *Principles of Learning & Teaching: Grades 7-12 (0524).*

The results of staff's review of the ETS Praxis II and III test information as well as the summary provided by Arkansas are provided below.

The Praxis III is a performance-based test that assesses a beginning teacher's skills in the following areas:

- Organizing content knowledge for student learning (planning to teach)
- Creating an environment for student learning (the classroom environment)
- Teaching for student learning (instruction)
- Teacher professionalism (professional responsibilities).

The Praxis III includes direct observation of one lesson for one particular content area, review of documentation prepared by the teacher for that lesson, and a semi-structured interview regarding instructional goals.

The Praxis II *Principles of Learning and Teaching: Grades 5-9* is a 2 hour test comprising 12 short-answer questions and 24 multiple-choice questions. The categories of the test are:

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

The Praxis II assesses knowledge of job-related criteria within the specified grade range regardless of content area.

Alternative Actions:

1. Do not accept the Praxis III *English Grades 4-8* in place of the Praxis II *Principles of Learning and Teaching: Grades 5-9 (0523)* or *Principles of Learning and Teaching: Grades 7-12 (0524).*
2. Accept the Praxis III *English Grades 4-8* in place of the Praxis II Praxis II *Principles of Learning and Teaching: Grades 5-9 (0523)* or *Principles of Learning and Teaching: Grades 7-12 (0524).*

Staff Recommendation:

Alternative Action 1

Rationale:

The Praxis III is a performance-based assessment that measures a beginning teacher's performance in areas similar to that of the Praxis II *Principles of Learning and Teaching*. However, the test indicators for Praxis III are specific not only to a particular grade level, but also to an individual lesson within a specific content area.

The Praxis II is a written test that measures a prospective teacher's knowledge of grade specific pedagogical constructs regardless of subject matter. There is not sufficient evidence that the Praxis III measures the range of pedagogical knowledge assessed through the Praxis II *Principles of Learning and Teaching*.

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Executive Director

Date:

September 24, 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 3. In addition to the content area test or tests established in Section 2 of this administrative regulation, the pedagogy tests and passing scores identified in this section shall be required for each new teacher applicant. If an individual is seeking additional certification in any area, the applicant shall only take one (1) of the pedagogy tests identified in this administrative regulation.

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

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

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

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

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

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

(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….

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver C

Action Item:

Request to waive language in 16 KAR 6:010. Written examination prerequisite for teacher certification

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.030
16 KAR 6:010 Section 2(5)(d), 3(4)

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

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 pertaining to the Kentucky assessment requirement for Secondary Social Studies certification?

Background:

Mr. Jeremy Bando Thomas is seeking Secondary Social Studies certification. He has completed and passed the following California Subject Examinations for Teachers (CSET).

Test	Test Date	Results
CSET Social Science I (114)	May 15, 2004	Pass
CSET Social Science II (115)	May 15, 2004	Pass
CSET Social Science III (116)	May 15, 2004	Pass

Mr. Thomas is requesting the board to waive the regulatory language that requires him to successfully complete the Praxis II:

- *Principles of Learning & Teaching: Grades 7-12 (0524)* and
- *Social Studies: Content Knowledge (0081)* and
- *Social Studies: Interpretation of Materials (0083)*

The results of staff's review of the CSET Test Guides and sample questions are provided below:

- The *CSET Social Science I (114)* is a combination multiple choice and constructed response item test which includes World History and World Geography content categories.
- The *CSET Social Science II (115)* is a combination multiple choice and constructed response item test which includes U.S. History and U.S. Geography content categories.

- The *CSET Social Science III (116)* is a combination multiple choice and constructed response item test which includes Civics, Economics, and California History content categories.

The results of staff's review of the Praxis II Test at a Glance document summaries are provided below:

- The Praxis II *Social Studies: Content Knowledge (0081)* is a multiple-choice item test that includes United States History, World History, Government, Civics, Political Science, Geography, Economics, and Behavioral Sciences content categories.
- The Praxis II *Social Studies: Interpretation of Materials (0083)* is an essay test that includes United States History, World History, Government, Civics, Geography, and Economics content categories.

Alternative Actions:

1. Accept the *CSET Social Science I, II* and *III* in place of the Praxis II *Social Studies: Content Knowledge (0081)* and *Social Studies: Interpretation of Materials (0083).* Do not accept the *CSET Social Science I, II & III* in place of the Praxis II *Principles of Learning and Teaching: Grades 7-12 (0523).*

2. Accept the *CSET Social Science I, II* and *III* in place of the Praxis II *Social Studies: Content Knowledge (0081), Social Studies: Interpretation of Materials (0083),* and the Praxis II *Principles of Learning and Teaching: Grades 7-12 (0523).*

3. Do not accept the *CSET Social Science I, II* and *III* in place of the Praxis II *Social Studies: Content Knowledge (0081)* and *Social Studies: Interpretation of Materials (0083).* Accept the *CSET Social Science I, II & III* in place of the Praxis II *Principles of Learning and Teaching: Grades 7-12 (0523).*

4. Do not accept the *CSET Social Science I, II* and *III* in place of the Praxis II *Social Studies: Content Knowledge (0081), Social Studies: Interpretation of Materials (0083),* or the Praxis II *Principles of Learning and Teaching: Grades 7-12 (0523).*

Staff Recommendation:

Alternative Action 1

Rationale:

The *CSET Social Sciences I, II,* and *III* contain the same content categories as the Praxis II *Social Studies: Content Knowledge (0081)* and *Social Studies: Interpretation of Materials (0083),* with the exception of behavioral sciences; however, the other disciplines included within the *CSET* cover the behavioral sciences. The number of geography questions included within the *CSET I, II,* and *II* is approximately 50% of the number included on the Praxis II *(0081)*; however, the *CSET* includes two constructed- response geography questions (one world geography and one U.S. geography), while the Praxis II *(0083)* includes only one constructed-response geography question. In addition, many of the sample questions provided within the *CSET I, II,* and *III* tests guides actually require higher thinking skills than

those provided within the Test at a Glance documents of the Praxis II *(0081)*, and *(0083)* tests.

The *CSET* contains very little pedagogy. Therefore, there is not sufficient evidence that the *CSET* is adequate for assessing pedagogical knowledge which is assessed by the Praxis II *Principals of Learning and Teaching: Grades 7-12 (0523).*

Contact Person:

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_____
Executive Director

Date:

September 24, 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 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicantand each teacher seeking an additional certificate.

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

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

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

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

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

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

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

(a) Communication disorders:

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

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

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

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

(c) Moderate and severe disabilities:

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

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

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

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

(d) Hearing impaired:

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

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

(e) Hearing impaired with sign proficiency:

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

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
3. One (1) of the following tests with a passing score of "Intermediate Level":
a. Sign Communication Proficiency Interview (SCPI); or
b. Educational Sign Skills Evaluation (ESSE); and
(f) Visually impaired:
1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Teaching Students with Visual Impairments (0280) - 700.

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

(a) Biology:
Content Knowledge (0235) - 146;
(b) Chemistry:
Content Knowledge (0245) - 147;
(c) English:
1. English Language and Literature: Content Knowledge (0041) - 160; and
2. English Language, Literature and Composition Essays (0042) - 155;
(d) Social Studies:
1. Social Studies: Content Knowledge (0081) - 151; and
2. Social Studies: Interpretation of Materials (0083) - 159;
(e) Mathematics:
1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;
(f) Physics:
Content Knowledge (0265) - 133; and
(g) Earth Science:
Content Knowledge (0571) - 145.

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

(a) Art:
1. Art Content Knowledge (0133) - 158; and
2. Art Making (0131) - 154;
(b) French: French: Content Knowledge (0173) - 159;
(c) German: German: Content Knowledge (0181) - 157;
(d) Health: Health Education (0550) - 630;
(e) Latin: Latin (0600) - 700;
(f) Integrated music:
1. Music: Content Knowledge (0113) - 154; and
2. Music: Concepts and Processes (0111) - 145;
(g) Vocal music:
1. Music: Content Knowledge (0113) - 154; and
2. Music: Concepts and Processes (0111) - 145;
(h) Instrumental music:
1. Music: Content Knowledge (0113) - 154; and
2. Music: Concepts and Processes (0111) - 145;
(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and
2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
(j) Spanish: Spanish: Content Knowledge (0191) - 160;
(k) School Media Librarian: Library Media Specialist (0310) - 640; or
(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the content test or tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;
(b) Business and Marketing Education - Business Education (0100) -590;
(c) Family and Consumer Sciences (0120) - 600;
(d) Technology Education - Technology Education (0050) - 600; or
(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

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

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
(b) Speech/Media Communications: Speech Communication (0220) - 580; or
(c) Theater: Theatre (0640) - 630.

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

(a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
(b) Learning and Behavior Disorders, grades 8-12: Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

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

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

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

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

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

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

(a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
(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 at the time of administration 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 at the time of administration 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….

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, Section 4

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:

Campbellsville Independent	**Current Certification**	**Assignment**
John Wheat	LBD	FMD

Christian County	**Current Certification**	**Assignment**
Nicole Poindexter	LBD	FMD
Bethany Adler	LBD	FMD

Dayton Independent	**Current Certification**	**Assignment**
Angela Gumm-Bushle	LBD	FMD

Franklin County	**Current Certification**	**Assignment**
Cornelia Alexander	LBD	FMD

McCracken County	**Current Certification**	**Assignment**
Amanda Cox	LBD	FMD

Menifee County	**Current Certification**	**Assignment**
Jennifer Hardwick	FMD	LBD
Jeanne Oney	LBD	FMD
Sheila Prater	LBD	FMD

Washington County	Current Certification	Assignment
Kathy Taylor	LBD	FMD
Kristy Murphy	LBD	FMD

Menifee County	Current Certification	Assignment
Jennifer Hardwick	FMD	LBD

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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Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

_____
Executive Director

Date:

September 24, 2007

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.
(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

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver E

Action Item:

Requirements for Rank II

Applicable Statute or Regulation:

16 KAR 8:020, Section 1

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) accept a master's degree in Adult Education to satisfy the requirements as an acceptable graduate program for Rank II?

Background:

Ms. Edith Ballestero was issued an Adjunct Certificate for Teaching English as a Second Language, All Grades, effective July 1, 2007. Ms. Ballestero is requesting a waiver by the EPSB to allow her master's degree in adult education to be used for Rank II status. In accordance with 16 KAR 8:020, Section 1, an acceptable graduate degree for rank change must enhance current certification; add another area of specialization to current qualifications; or advance qualifications to administration. Degrees in the area of adult education have not been accepted for rank change with any certificate due to their content outside the K-12 area.

Alternative Actions:

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

Contact Person:

Mr. Michael C. Carr, Director
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(502) 564-4606
E-mail: mike.carr@ky.gov

_____
Executive Director

Date:

September 24, 2007

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

RELATES TO: KRS 157.390(1)(a), (b), 161.020, 161.028(1)(a), (c), (k), 161.030(1), (2)
STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), (k), 161.030(1), (2)
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a), (c), (k) and 161.030(1), (2) vests authority for the issuance and renewal of certification for all school personnel in the Education Professional Standards Board. This administrative regulation establishes the standards for the Fifth-year Program for certificate renewal.

Section 1. (1) The standards required for the renewal of a teaching certificate shall require completion of:
(a) The continuing education alternative plan as defined in 16 KAR 8:030; or

(b) Plan I or Plan II described in this administrative regulation and in keeping with one (1) or more of the following purposes:
1. To improve the professional competency for the position covered by the initial teaching certificate;
2. To extend the scope of professional competency to a certification area not covered by the initial certificate; or
3. To obtain preparation-certification required for professional advancement to a higher position.

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

Section 2. (1) Plan I Fifth-year Program shall require the completion of a master's degree from a college or university which meets the standards established by the Education Professional Standards Board in KAR Title 16:
(a) In a professional education specialty for which certification is issued;
(b) In an academic subject for which teacher certification is issued; or
(c) In professional education with emphasis in an academic subject for which certification is issued.
(2) The master's degree shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a particular professional education specialty.
Section 3. Plan II Fifth-year Program shall require thirty-two (32) semester hours of graduate level coursework earned beyond the bachelor's degree and the four (4) year program of teacher preparation in accordance with the following guidelines:
(1) The Fifth-year Program shall be planned individually with each candidate by a teacher education institution approved for offering graduate programs of teacher preparation.
(2) The Fifth-year Program shall be a major component of the candidate's professional growth plan and shall be consistent with the experienced teacher standards established by the Education Professional Standards Board in 16 KAR 1:010 or with standards established by the Education Professional Standards Board in KAR Title 16 for a professional education specialty.
(3) The Fifth-year Program shall relate to the initial classroom teaching certificate or to an additional classroom teaching certificate.
(4) The grade point standing for the thirty-two (32) semester hour program shall not be less than is required at the planning institution for a teacher education graduate.
(5) Professional development in lieu of up to twelve (12) semester hours of the college credit shall be approved as part of Plan II Fifth-year Program if requested by the applicant using the following guidelines:
(a) Twenty-four (24) clock hours of professional development shall equal one (1) semester hour;
(b) The candidate shall seek and obtain prior approval of the institution for the professional development activities;
(c) The application for approval shall identify the specific professional development activities, and the action plan to achieve one (1) or more goals of the professional growth plan identified in subsection (2) of this section;
(d) Upon completion of the professional development activities, the candidate shall submit to the institution a report of the activities which shall include an evaluation of the experiences and a follow-up plan for implementing the professional development; and
(e) The institution shall keep a record of the professional development completed by each candidate for the Fifth-year Program.

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

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver F

Action Item:

Request for principal certification with completion of a Fifth-Year Program

Applicable Statutes and Regulations:

16 KAR 3:050, Section 3 (a)

Applicable Goal:

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

Issue:

Should the Educational Professional Standards Board (EPSB) grant a principal certification to a candidate with a Fifth-Year program rather than the required master's degree?

Background:

Ms. Re Nea Riddle contacted EPSB staff in July 2007 requesting information regarding attaining the Professional Certificate for Instructional Leadership from the University of Kentucky. EPSB staff noted that Ms. Riddle did not have the required master's degree for this certification. Ms. Riddle maintains that she was not advised by the university staff that the lack of the master's degree would prevent her from obtaining this certification. Ms. Riddle has taken all required coursework and passed all necessary assessments for the certification; however, the university is unable to make a recommendation for the certificate. Ms. Riddle has been a participant in a program established by the Kentucky Department of Education and the University of Kentucky to assist KDE's Highly Skilled Educators in obtaining administrative certification.

Because of these circumstances, Ms. Riddle is asking for a waiver of the requirement for the master's degree. Her letter and supporting documentation are attached.

Alternative Actions:

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

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

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Executive Director

Date:

September 24, 2007

16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030
STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.
(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.
(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.
(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:
(a) Qualification for a Kentucky classroom teaching certificate;
(b) Successful completion of a generic test of communication skills, general knowledge, and professional education concepts approved by the Education Professional Standards Board as a condition for the issuance of a Kentucky classroom teaching certificate or other test authorized for this purpose by the appropriate state agency recognized by the Education Professional Standards Board through contract with the Interstate Agreement on Qualification of Educational Personnel; and
(c) Successful completion of the Kentucky Teacher Internship Program, as provided in 16 KAR 7:010, or two (2) years of successful teaching experience outside the state of Kentucky.

Section 3. Kentucky Administrator Standards for Preparation and Certification. (1) The approved program of preparation for the provisional certificate for instructional leadership - school principal shall:
(a) Include a master's degree in education; and

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