

Meeting Agenda¹

EPSB Conference Room A; 100 Airport Rd., 3rd Floor, Frankfort, Kentucky
January 23, 2006

Sunday, January 22, 2006

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

Monday, January 23, 2006

- 9:00 AM Call to Order
Swearing In of New Board Members
Approval of November 14, 2005, Minutes (**Pages 1–16**)
Open Speak
Report of the Executive Director
- Updates from Council on Postsecondary Education and Kentucky Department of Education (Dr. Jim Applegate; Mr. Steve Schenck)
 - Amendment to Alice Lloyd College's Praxis Pass Rates (Mr. Wendell Cave)
 - Admissions Data Update (Dr. Marilyn Troupe)
 - LEAD Report Update (Mr. Mike Carr)
 - Revision to Certificate Design (Mr. Carr)
 - Redesign of Principal Preparation Program (Mr. Robert Brown; Dr. Troupe; Dr. Jim Rinehart)
 - Report on New National Board Certified Teachers (Mr. Brown, Ms. Cindy Owen, Ms. Lynn Hines)

Report of the Chair

- Appointments to the Continuous Assessment Review Committee (CARC) and the EPSB Reading Committee

Information Items

- A. 16 KAR 7:020: Kentucky Principal Internship Program (KPIP), Notice of Intent (Mr. Brown) (**Pages 17–34**)

¹ NOTE: All agenda items may be accessed on the EPSB Web site at: <http://kyepsb.net/boardinfo/meetingagendas.asp>.

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- B. 16 KAR 2:060: School Nurse Certification, Notice of Intent (Dr. Troupe; Ms. Brenda Allen) **(Pages 35–42)**
- C. 16 KAR 5:010: Standards for Accreditation of Educator Preparation Units and Approval of Programs, Notice of Intent (Dr. Troupe; Ms. Allen) **(Pages 43–82)**
- D. Draft EPSB *Procedure Manual* Amendments (including amendment to Alternative Routes to Certification, Reference—adding Option 7—and Election of Officers Procedure (Ms. Allen) **(Pages 83–90)**

Action Items

- A. 2006 June Meeting: Change of Meeting Place and Time; 2006 Annual Retreat: Change of Meeting Place, Date, and Time (Ms. Rhonda Eversole) **(Pages 91–92)**

Waivers

- A. Exceptional Children Teacher Assignment Waivers (Mr. Mike Carr) **(Pages 93–98)**
- B. Mrs. Nancye Goldy Hall—Waiver of 16 KAR 6:010, Section 2, Request for Waiver of Assessment Requirements for the Addition of a Certificate Area (Mr. Carr) **(Pages 99–102)**
- C. Ms. Ranelle Rigney—Waiver of 16 KAR 8:020, Section 1, Request for Waiver of Requirements for Certificate Renewal and Rank II (Mr. Carr) **(Pages 103–106)**
- D. Ms. Tina Tipton, Interim Superintendent, Eminence Independent Schools, on behalf of Mr. Kim Goodloe—Waiver of 16 KAR 2:120, Section 2, Request for Waiver of Six New Hours for Reissuance of Emergency Special Education Teaching Certificate (Mr. Carr) **(Pages 107–110)**
- E. Dr. James Cibulka, University of Kentucky, on behalf of Mr. Jason Howell—Waiver of 16 KAR 5:040, Section 2(d), Request for Waiver of Cooperating Teacher Eligibility Requirements (Dr. Troupe) **(Pages 111–114)**
- F. Dr. Cathy Gunn, Morehead State University, on behalf of Ms. Sandra Wilson—Waiver of 16 KAR 5:040, Section 2(b), Request for Waiver of Cooperating Teacher Eligibility Requirements (Dr. Troupe) **(Pages 115–118)**
- G. Ms. Janell Rahn—Waiver of 16 KAR 6:010, Request to Waive Praxis II Principles of Learning and Teaching: Grades K–6 (0522) and Elementary Education: Content Knowledge (0014) (Mr. Brown) **(Pages 119–122)**

Alternative Route to Certification Applications

- A. Mr. Curtis Meurer, Biology, Grades 8–12 (Ms. Cindy Godsey) **(Pages 123–124)**

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Following a motion in open session, it is anticipated that the Board will move into closed session as provided in KRS 61.810(1) (c), (f), and (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:
March 20, 2006—EPSB Conference Room A**

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The actions delineated below were taken in open session of the EPSB at the November 14, 2005, regular meeting. This information is provided in summary form; an official record of the meeting is available on tape in the permanent records of the 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
November 14, 2005**

Members Present:

Lonnie Anderson
Jim Applegate
Wally Campbell
James Cibulka
Lydia Coffey
Kristin Gregory
Kent Juett
Steve Lin
Linda Livers
Rita Presley
Steve Schenck (for Gene Wilhoit)
Wilson Stone
Tom Stull
Ellie Thompson

Members Absent:

Sam Evans
David Muse
Lorraine Williams

Call to Order

Chair Tom Stull convened the meeting at 9:05 AM EST.

Amend the Agenda

Motion made by Mr. Stone, seconded by Mr. Juett, to amend the meeting agenda to:

- 1. delete the swearing in of new Board members (Ms. Williams and Mr. Muse) who were absent,*
- 2. add EPSB Chair's appointment of an EPSB member to the Goals and Initiatives Committee, and*
- 3. add as action items the 2005-2006 National Board for Professional Teaching Standards Mentoring Services and Emergency Reviews of Certification Programs for the following institutions: Alice Lloyd College, Asbury College, Bellarmine University, Brescia University, Campbellsville University, Eastern Kentucky University, Georgetown College, Kentucky State University, Kentucky Wesleyan College, Lindsey Wilson College, Morehead State University, Murray State University, Thomas More College, University of Louisville, and Union College.*

Vote: Unanimous

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Approval of Minutes

Motion made by Mr. Anderson, seconded by Ms. Gregory, to approve the minutes of the September 12, 2005, EPSB meeting with the following corrections as noted by Ms. Brenda Allen, General Counsel: page 1, under Amend the Agenda, second line, change KRS 161.048 to 16 KAR 6:010; page 8, Order 2005-96, change KRS 161.048 to KAR 6:010; page 9, Orders 2005-97, 2005-98, 2005-99, and 2005-100, change KRS 161.048 to KAR 6:010; also on page 9, Order 2005-101, the Vote should read: Vote: Yes – 14; Recuse -1 (Ms. Presley).

Vote: Unanimous

Open Speak

No requests were made for Open Speak.

Report of the Executive Director and Staff

In his report Dr. Phillip Rogers:

- welcomed Tom Stull as the new chair;
- reviewed the Board packets and the information contained therein;
- welcomed Tom Welch who made a presentation to the Board; and
- praised the charity of EPSB staff, especially Karen Cottrell and Sharon Salsman who led EPSB Kentucky Employees' Charitable Campaign; because EPSB donated a total of \$7,281.35 this year, which exceeded the goal of \$7,125.30.

Tom Welch's Presentation

Mr. Tom Welch, who has several years of service with state government and who is now with the Kentucky Department of Education, made his presentation, "A Conversation Guiding Our Region's Future," to the Board. Mr. Welch based his presentation on Thomas L. Friedman's book *The World Is Flat: A Brief History of the Twenty-First Century* and emphasized how the Board is important in determining the economic future of every community in the state. Globalization and technological advances have impacted the world's economics and economic development, and education's role has shifted from teaching to student learning. However, attracting and maintaining highly qualified teachers greatly affect student learning. EPSB's role is tied to the state's economic vitality and viability, and the impact is even more pronounced in rural areas.

KDE Update

Mr. Steve Schenck, sitting in for Commissioner Gene Wilhoit, KDE, shared some high school data with the Board. The data did not, as Mr. Schenck emphasized, include dropouts. The data showed that the gaps (in total academic index) have widened since 1999 in the number of students receiving free or reduced-price lunch, in the number of students who have disabilities, and in the number of ethnic groups.

CPE Update

Dr. James Applegate, CPE, noted that we need assessments that compare our students to students from other nations. Dr. Applegate related that the United States is not among the most educated nations in the world (not even in the top ten) and that Kentucky may even catch up with the backward slide of the national level.

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On August 24 -25, CPE hosted the sixth annual Teacher Quality (TQ) Summit. The hope is to put in place a more stringent high school graduation requirement—requiring credits in world languages (not just Spanish or French) and higher level mathematics such as calculus. The Governor’s Education Work Group met on October 29, and the need for high-quality professional development for teachers was a topic. CPE is also working with high schools to let them know how their students are being remediated. Dr. Applegate reported a significant increase in the number of students taking advantage of dual enrollment—17,000 high school students. Funding within CPE’s budget will help students prepare scholastically for college, particularly aiming to interest more students in the engineering fields. Also within the CPE budget is funding for Go Higher Kentucky—an effort to build students’ and parents’ interest in their children attending college.

Report of the Chair

In his report Chair Stull:

- expressed his regret that neither Doris Barlow nor Joe Welch was present to receive due recognition for past service to the Board and trusted that he would have another time to present their plaques; and
- appointed Kristin Gregory to serve in Doris Barlow’s place on the Goals and Initiatives Committee.

Information Items

Kentucky Principal Internship Program (KPIP)

Mr. Robert Brown presented some suggestions for updating or redesigning KPIP based on recommendations from various interested groups. Three main areas for improvement of KPIP include: (1) cohort models, (2) principal mentors, and (3) district induction models. Brenda Allen pointed out that the third area could not be implemented without a change to the statute, KRS 161.027, because the statewide model is required for all principals in all districts. Additionally, she pointed out concerns with the feasibility of EPSB attorneys handling appeals of internship failures for what could theoretically amount to one hundred seventy-six (176) separate district principal induction models.

Wilson Stone expressed his belief that what districts were presently doing to train and mentor new principals could be in collaboration with the recommendations from the various groups that studied the need for KPIP improvements. Dr. Cibulka suggested that the staff make recommendations on how the third improvement area could be implemented within statute requirements. Mr. Anderson reported that in his district senior principals were given stipends to mentor new principals, and he encouraged the use of stipends in the principal mentor area for improvement.

Inclusion of Teacher Work Sample (TWS) into the Kentucky Teacher Internship Program (KTIP)

Mr. Brown and Ms. Dee Jones presented to the Board an update on the teacher work sample (TWS). The TWS consists of three components: (1) observation of classroom instruction, (2) professional responsibility tasks, and (3) design of an instructional unit, including a video presentation of a lesson. Many participants have found the TWS to be more

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meaningful than the current portfolio required. To date, three cohorts of interns have been introduced to the TWS through the KTIP pilot program. The first cohort completed the two-year cycle in the spring of 2005 by using the TWS, and the second and third cohorts are using the TWS during the 2005 – 2006 school year. The face validity of the TWS and growing content validity as reflected in the improved scoring rubrics seem to provide ample reason to implement the TWS. Initial findings from committees, the task force, and those involved in the process have had overwhelming positive results. In the spring of 2006, interns, principals, and resource teachers will be available to speak to the Board concerning their work and opinions regarding the TWS.

Ms. Rita Presley expressed interest in hearing from the participants and reviewing their samples and wanted to know how they believed the TWS improved learning. Dr. Cibulka stated that he was aware that some had expressed concern about the volume of work TWS requires. Ms. Jones responded that the TWS does seem overwhelming at first; but once participants receive training on how to use the work sample, TWS becomes more meaningful. Five samples are currently available for viewing on the web site: www.kyteacherquality.org.

Action Items

A. 2006 Legislative Agenda

Ms. Allen presented the current 2006 Legislative Agenda, which the Board reviewed at the September meeting. There were two changes to the agenda that were deemed necessary and came to light in the course of working on the 2006-08 Biennial Budget Request: (1) amending KRS 161.027 to allow the EPSB to carry forward general funds appropriated for KPIP into the next fiscal year and through each subsequent fiscal year to support the program and the increasing numbers of interns in the program and (2) amending KRS 161.030 to allow EPSB to carry forward general funds appropriated for KTIP into the next fiscal year and through each subsequent year to support the program and the increasing numbers of interns in the program.

2005 – 103

Motion made by Ms. Gregory, seconded by Ms. Thompson, to approve the 2006 Legislative Agenda.

Vote: Unanimous

B. 16 KAR 6:030, Written Examination Prerequisites for Principal Certification, Amendment, Final Action

Mr. Brown explained that last year the EPSB made plans to raise the cut score on the School Leaders Licensure Assessment (SLLA) from 155 to 170. However, a review panel consisting of practicing administrators and administrator preparation program faculty and facilitated by EPSB staff and the Educational Testing Service discovered that the recommended cut score of 170 for the SLLA would, based upon a review of past assessment data, have an unintended disparate impact upon the subpopulation of African Americans, causing these test takers to fall below a pass rate of 80% for Kentucky. This panel, after reviewing both state and national data, then recommended raising the cut score from 155 to 165.

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Dr. Cibulka expressed interest in learning the cut scores that other states, particularly our neighboring states, require.

2005 – 104

Motion made by Mr. Stone, seconded by Ms. Gregory, to approve the amendment of 16 KAR 6:030 setting the cut score for SLLA to 165 with the effective date of September 1, 2006.

Vote: Unanimous

C. Kentucky Teacher Internship Program (KTIP) Appeal

Ms. Alicia Sneed and Ms. Cindy Owen presented to the Board the appeal of one intern, the last one from the 2004 – 2005 school year. The Appeals Committee met on October 17, 2005, to review the intern's appeal. The Board reviewed the Appeals Committee recommendation.

2005 – 105

Motion made by Mr. Wilson, seconded by Ms. Coffey, to accept the recommendation of the KTIP Appeals Committee and accept the finding of “unsuccessful” for the internship of Cindy Niles of Jefferson County.

Vote: Unanimous

D. 2006 – 2008 Executive Branch Budget Request

Ms. Allen and Ms. Velma Graves presented the 2006 – 2008 Executive Branch Budget Request for final action. The Board discussed the budget at length and in detail.

2005 – 106

Motion made by Ms. Thompson, seconded by Dr. Cibulka, to include an October Board meeting each year to discuss the budget and/or legislative agenda.

Vote: Unanimous

2005 – 107

Motion made by Dr. Applegate, seconded by Mr. Anderson, to approve the 2006 – 2008 Executive Branch Budget Request as submitted.

Vote: Yes – 12; No – 2 (Ms. Coffey, Ms. Gregory)

E. 16 KAR 1:050, Local Educator Assignment Data (LEAD), Amendment, Final Action

Mr. Carr and Ms. Allen presented the rationale for a change in the reporting date for LEAD data, which would require a change in regulation.

Issue 1: The 2005 General Assembly passed House Bill 183 which amended KRS 161.1221, governing the reporting date for the annual LEAD report. The amended language moved the final date from October 15 to November 15 on which the Education Professional Standards Board (EPSB) is to notify the Kentucky Department of Education regarding out of

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field teaching assignments. He also requests that the board waive the current regulation requiring the February 15 reporting date to allow a March 1 reporting date.

2005 – 108

Motion made by Ms. Thompson, seconded by Dr. Campbell, to amend 16 KAR 1:050 as written.

Vote: Unanimous

Issue 2: Should the Board concur with staff recommendations regarding this regulation, then the Board is requested to waive the February 1 reporting date for the 2005 – 2006 school year, allowing a March 1 reporting date. This is requested because the spring LEAD report will be undertaken before the regulatory review process is completed.

2005 – 109

Motion made by Ms. Coffey, seconded by Ms. Gregory, to waive 16 KAR 1:050 Section 5 (1)(b) as it pertains to the February 1 submission date for the 2005 – 2006 school year.

Vote: Unanimous

F. Accreditation of the Educator Preparation Units and Approval of Programs

Dr. Marilyn Troupe presented accreditation requests for three institutions: Berea College, Mid-Continent University, and Midway College. Ms. Judi Conrad, Chair, Accreditation Audit Committee (AAC) presented the accreditation recommendations for each institution.

Berea College: Representing Berea College were Dr. Kathryn Akural and Dr. Sharon Sullivan.

2005 – 110

Motion made by Ms. Coffey, seconded by Dr. Cibulka, to accept the recommendations of the AAC and grant (1) CONTINUING ACCREDITATION for Berea College and (2) grant APPROVAL of the initial level educator preparation programs at Berea College.

Vote: Unanimous

Mid-Continent University: Representing Mid-Continent University were Dr. Paul Thompson, Dr. Robert M. Hall, Dr. Stephen Wilson, and Dr. Bonnie Banker (BOE chair).

2005 – 111

Motion made by Mr. Stone, seconded by Ms. Livers, to accept the recommendation of the AAC and grant INITIAL ACCREDITATION for Mid-Continent University.

Vote: Unanimous

2005 – 112

Motion made by Mr. Stone, seconded by Ms. Thompson, to accept the recommendation of the AAC and grant APPROVAL for the initial level educator preparation program at Mid-Continent University.

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Vote: Unanimous

Midway College: Representing Midway College were Dr. Charles Roberts, Dr. William Drake, Dr. Sarah Laws, and Mr. Bernie Sandfoss. Dr. Drake addressed the Board.

2005 – 113

Motion made by Mr. Stone, seconded by Ms. Coffey, to grant CONTINUING ACCREDITATION for the Women's Day College of Midway College and to grant ACCREDITATION WITH CONDITIONS with a focused visit within two years and to include a remediation plan per Standard 3 for the off-campus sites for Midway College.

Vote: Unanimous

2005 – 114

Motion made by Ms. Coffey, seconded by Ms. Thompson, to accept the recommendation of the AAC and grant APPROVAL for the initial level educator preparation programs at Midway College.

Vote: Unanimous

G. Proposed Salary Alignment Schedule for Leadership Staff

Dr. Rogers presented to the Board the background of and rationale for the proposed leadership staff salary alignment. The Board discussed at length the proposed salary alignment of the leadership staff.

2005 – 115

Motion made by Dr. Cibulka, seconded by Mr. Anderson, to approve the Executive Director's recommendation for the proposed salary alignment schedule for EPSB leadership staff.

Vote: Yes – 5; No -7 (Ms. Thompson, Ms. Gregory, Mr. Lin, Ms. Livers, Ms. Coffey, Ms. Presley, Mr. Stull); Motion fails

2005 – 116

Motion made by Ms. Thompson, seconded by Mr. Lin, to approve the proposed salary increases for the leadership staff with implementation over a period of two fiscal years. Half of the salary increase is to be given during the first year. The second half of the salary increase is to be given the second year, provided the employee receives a favorable evaluation from his or her immediate supervisor.

Vote: Unanimous

2005 – 117

Motion made by Ms. Gregory, seconded by Mr. Anderson, to approve providing the Executive Director the authority to set the starting salary of future Executive Assistants commensurate with the education and experience of the particular candidate, not to exceed \$60,000.

Vote: Unanimous

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H. Waivers

2005-118

Motion made by Ms. Coffey, seconded by Ms. Livers, to approve staff recommendations for the exceptional children teacher assignment waivers as submitted.

Vote: Unanimous

2005-119

Motion made by Dr. Cibulka, seconded by Ms. Coffey, to deny the request made by Ms. Jennifer Clark to waive 16 KAR 8:010, Section 1, and 16 KAR 8:020, Section 1, allowing her law degree to satisfy the requirements as an acceptable graduate program for Rank I.

Vote: Unanimous

2005-120

Motion made by Mr. Stone, seconded by Ms. Coffey, to deny the request made by Ms. Elaine Susie Copher for a waiver of 16 KAR 3:030, Section 2(b) and 16 KAR 3:050, Section 5(b), accepting experience as a school social worker as classroom experience for Director of Pupil Personnel and principal certifications.

Vote: Yes – 10; No – 1 (Mr. Juett)

2005-121

Motion made by Mr. Stone, seconded by Dr. Cibulka, to approve Dr. Roy Woodward's request on behalf of Ms. Tracy Quinn for a waiver of 16 KAR 2:120, Section 2, waiving the requirement for six graduate hours leading to full certification for a reissuance of an emergency teaching certificate for special education.

Vote: Unanimous

2005-122

Motion made by Ms. Coffey, seconded by Dr. Campbell, to deny the request made by Mr. Thomas Will Shouse for a waiver of 16 KAR 8:020, Section 1, accepting a Master's Degree in Sports Management to satisfy the requirements as an acceptable graduate program for Rank II.

Vote: Unanimous

2005-123

Motion made by Mr. Anderson, seconded by Ms. Thompson, to approve the request made by Ms. Krista B. Miller, to waive the Elementary Education: Content Knowledge (0014), accepting the MTTC 83 in lieu thereof, but to deny her request to waive the Principles of Learning and Teaching: Grades K-6 (0522), Principles of Learning and Teaching: Grades 5-9 (0523), and Middle School English Language Arts (0049).

Vote: Unanimous

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2005-124

Motion made by Ms. Coffey, seconded by Ms. Livers, to approve the request made by Ms. Michelle Miller to waive Exceptional Education: Core Content Knowledge (0353), accepting Special Education: Knowledge Base Core Principles (0351) in lieu thereof.

Vote: Unanimous

2005-125

Motion made by Dr. Cibulka, seconded by Mr. Lin, to approve the request made by Ms. Carolyn Pike to waive Principles of Learning and Teaching (0522, 0523, or 0524) and Music Content Knowledge (0113), accepting the TExEs 160 and TExES 177 in lieu thereof, but to deny the waiver of the Praxis II (0111).

Vote: Unanimous

Additional Action Item

2005-2006 National Board for Professional Teaching Standards Mentoring Services

Mr. Brown and Ms. Cindy Owen presented to the Board.

2005-126

Motion made by Ms. Coffey, seconded by Ms. Presley, to approve the proposed contracts for NBPTS mentoring programs.

Vote: Yes – 10; Recuse – 1 (Ms. Gregory)

Waivers (continued)

2005-127

Motion made by Ms. Gregory, seconded by Ms. Coffey, to approve the request made by Dr. Richard Chandler on behalf of Mr. Todd Johnson to waive 16 KAR 5:040, Section 2(c), allowing Mr. Johnson to serve as a cooperating teacher for the spring of 2006.

Vote: Unanimous

2005-128

Motion made by Ms. Coffey, seconded by Mr. Stone, to approve the request made by Dr. James Cibulka on behalf of Ms. Stephanie Wade to waive 16 KAR 5:040, Section 2(c), allowing Ms. Wade to serve as a cooperating teacher for the spring of 2006.

Vote: Yes – 10; Recuse – 1 (Dr. Cibulka)

2005-129

Motion made by Ms. Coffey, seconded by Mr. Juett, to approve the request made by Dr. Marlene Helm on behalf of Ms. Jenny Strunk to waive 16 KAR 5:040, Section 2(c), allowing Ms. Strunk to serve as a cooperating teacher for the spring of 2006.

Vote: Unanimous

Additional Action Item

Emergency Reviews of Certification Programs Pursuant to the 2003 – 2004 Title II Report

Dr. Troupe presented to the Board the Executive Director's Recommendations subsequent to the emergency reviews of certification programs for the following universities: Alice Lloyd, Asbury, Bellarmine, Brescia, Campbellsville University, Eastern Kentucky University, Georgetown College, Kentucky State University, Kentucky Wesleyan College, Lindsey Wilson College, Morehead State University, Thomas More College, and the University of Louisville. Recommendations for the aforementioned institutions were that no further action was required. The Executive Director made two recommendations regarding Union College. President Edward de Rosset of Union College addressed the Board.

2005-130

Motion made by Mr. Anderson, seconded by Dr. Cibulka, to accept and approve the Executive Director's recommendations for the aforementioned institutions and the two recommendations for Union College: (1) All programs in which one or more Praxis (or state) assessments required for certification in the respective area must show an 80 percent or above pass rate level on the 2004 – 2005 Title II Report. Those programs not meeting the requirement may be subject to an EPSB decision of "denial of approval." (2) Continuing Accreditation with Conditions with a full visit scheduled for Fall 2007.

Vote: Unanimous

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW November 14, 2005

Motion made by Ms. Lydia Coffey, seconded by Ms. Kristin Gregory, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(c), (f), and (j).

Vote: Unanimous

Upon entering closed session, Chair Tom Stull requested that all EPSB employees, including the Executive Director and General Counsel, leave the room. Approximately one hour later, the Executive Director, General Counsel, and additional legal staff members returned to the room for review of proposed or pending litigation.

Motion made by Mr. Stone, seconded by Ms. Livers, to return to open session.

Vote: Unanimous

After returning to open session, Chair Tom Stull reported that the Board, aware of the implications of their decision, had decided to make no changes with the position of Vice-Chair.

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

Tom Stull, James Cibulka, Steve Lin, Linda Livers, Lonnie Anderson, Kristin Gregory, Wilson Stone, Eleanore Thompson, Kent Juett, Wally Campbell, and Rita Presley

Attorneys present: Brenda Dinkins Allen, Alicia A. Sneed, Courtney Baxter, and Cynthia Clay Grohmann.

Agreed Orders

Case Number

Decision

05-0364 (Beverly McNutt Short) Accept Agreed Order suspending Respondent's certificate for a period of two years from the date of acceptance of this Order by the Board. Respondent shall immediately surrender the original and all copies of her certificate, by first class mail or personal delivery, to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

Vote: Unanimous

05-0475 (Glenn F. Miller)

Accept Agreed Order suspending Respondent's certificate from April 25 through April 29, 2005. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery, to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

Vote: Unanimous

05-07130 (Jason Kruer)

Accept Agreed Order admonishing Respondent for grabbing a student by the arm with enough force to leave marks on his arm. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should not place his hands on a student unless an emergency or a threatening situation arises. The Board will not tolerate any further incidents of misconduct from Respondent.

This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in anger management and appropriate classroom management, as approved by the Board, no later than March 1, 2005. Any expense incurred for said training shall be paid by Respondent.

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Should Respondent fail to satisfy this condition, this Agreed Order shall be deemed null and void and this disciplinary action reinstated.

Vote: Unanimous

05-0366 (Jessica Kirtley)

Accept Agreed Order suspending Respondent's certificate for a period of one year from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery, to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

Reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence to the Board that she has successfully completed twelve (12) hours of professional development/training in the areas of ethics and teacher/student boundary issues as approved by the Board. Any expense for said professional development/training shall be paid by Respondent.

Should Respondent fail to satisfy this condition, her certificate shall not be reinstated.

Vote: Unanimous

05-0113 (Titus Exum)

Accept Agreed Order admonishing Respondent for his inappropriate use of discipline with a student. The Code of Ethics for Kentucky Certified Personnel requires Respondent to protect the health, welfare, and safety of students and his actions in this matter violated that duty. No further conduct of this nature will be tolerated by the Board.

Respondent must also provide proof that he has received twelve (12) hours of professional development in the area of anger management by December 31, 2005. This training must be approved by the Board. If Respondent fails to satisfy this requirement by December 31, 2005, his certificate will automatically be suspended until such training is completed. Any cost for said training will be born by Respondent.

Vote: Unanimous

05-0125 (Jennifer Story Belt)

Accept Agreed Order admonishing Respondent for exhibiting conduct unbecoming a teacher. A teacher is required to maintain the dignity and the integrity of the

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profession at all times, and a teacher should take special care to conduct herself in a manner beyond reproach when in the company of students. The Board will not tolerate any further violations of the Code of Ethics by Respondent.

This settlement agreement is expressly conditioned upon the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and alcohol use prevention as approved by the Board by March 1, 2006. Any expense for the professional development/training shall be paid by Respondent.

Respondent shall testify truthfully in any administrative proceeding relating to the events that occurred during the Lyon County High School sponsored Beta Club trip to Louisville, Kentucky on December 3-5, 2004. Respondent affirms that all statements she has made to the EPSB attorney and to the Lyon County Public School administrators regarding the events on that trip are true and accurate.

Should Respondent fail to satisfy this condition, this Agreed Order shall be deemed null and void and disciplinary action reinstated.

Vote: Unanimous

05-0233 (Wesley Belt)

Accept Agreed Order admonishing Respondent for exhibiting conduct unbecoming a teacher. A teacher is required to maintain the dignity and integrity of the profession at all times, and a teacher should take special care to conduct himself in a manner beyond reproach when in the company of students. The Board will not tolerate any further violations of the Code of Ethics by Respondent.

This settlement agreement is expressly conditioned upon the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of ethics and alcohol use prevention as approved by the Board by March 1, 2006. Any expense for the professional development/training shall be paid by Respondent.

Respondent shall testify truthfully in any administrative proceeding relating to the events that occurred during the Lyon County High School sponsored Beta Club trip to Louisville, Kentucky on December 3-5, 2004.

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Respondent affirms that all statements he has made to the EPSB attorney and to the Lyon County Public School administrators regarding the events on that trip are true and accurate.

Should Respondent fail to satisfy this condition, this Agreed Order shall be deemed null and void and disciplinary action reinstated.

Vote: Unanimous

05-0354 (Diana Newman)

Accept Agreed Order suspending Respondent's certificate for one year beginning March 15, 2006. Respondent shall surrender the original and all copies of her certificate no later than March 15, 2006, by first class mail or personal delivery, to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

Vote: Unanimous

03-11142 (Glenn Matuszewski)

Accept Agreed Order suspending Respondent's certificate for a period of two (2) years beginning November 12, 2003.

Upon completion of the two (2) year suspension, Respondent shall for a period of one (1) year provide the Board with quarterly reports from a licensed psychiatrist/psychologist with expertise in the area of alcohol/drug abuse issues stating she is receiving treatment and complying with all treatment recommendations. Failure to comply with the reporting requirements or treatment recommendations will result in an automatic suspension until Respondent complies with this requirement. All costs associated with the treatment and reports shall be paid by Respondent.

Vote: Yes – 10; Recuse – 1 (*Mr. Juett*)

Motion made by Ms. Thompson, seconded by Ms. Gregory, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(c), (f), and (j).

Vote: Unanimous

Motion made by Ms. Gregory, seconded by Mr. 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, James Cibulka, Steve Lin, Lonnie Anderson, Kristin Gregory, Eleanore Thompson, Kent Juett, Wally Campbell, and Rita Presley.

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
05-181	Approve
05-198	Approve
05-201	Approve
05-202	Approve
05-204	Approve
05-203	Approve
05-206	Approve
05-207	Approve
05-208	Approve
05-209	Approve
02-0443	Approve
05-200	Approve
05-199	Approve
05-210	Approve
05-211	Approve
05-0233	Approve
05-214	Approve
05-215	Approve
05-216	Approve
05-217	Approve
05-218	Approve
05-219	Approve
05-212	Approve
05-220	Approve
05-223	Defer for drug test
05-224	Approve
05-225	Approve
05-197	Approve
05-213	Approve
05-226	Approve
05-227	Approve
05-228	Approve
05-221	Approve

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

Vote: Unanimous

The meeting adjourned at 3:30 PM.

**Next Meeting: January 23, 2006
 9:00 AM
 EPSB Offices
 Frankfort, Kentucky**

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item A

Information Item:

16 KAR 7:020, Kentucky Principal Internship Program (KPIP), Notice of Intent

Applicable Statute and Regulation:

KRS 161.027
16 KAR 7:020

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

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

Background:

In 1985 the General Assembly established the Kentucky Principal Internship Program (KPIP). Codified as KRS 161.027, the statute requires that all new principals and full-time assistant principals successfully complete the internship. An average of nearly 250 new principals and full-time assistant principals participate in KPIP each year.

Both educators and legislators have expressed the need to update KPIP to meet the evolving needs of Kentucky schools. EPSB staff of the Division of Professional Learning and Assessment collaborated with the Commonwealth Collaborative for School Leadership Programs (CCSLP), the Kentucky Advisory Council for Internship (KACI), the Council for Postsecondary Education (CPE), the Kentucky Department of Education (KDE), local school districts, and various professional organizations to develop proposed improvements to KPIP.

At the November 2005 Board meeting, information outlining some of the discussion topics related to changes to KPIP was provided. As the collaborative groups continue work toward inclusion of a cohort model and other proposed improvements, EPSB staff have identified immediate changes that need to be made to KPIP. Proposed improvements to 16 KAR 7:020 are listed below.

1. The inclusion of a detailed description of an appeals process for KPIP similar to the appeals process as established in the Kentucky Teacher Intern Program (KTIP) (16 KAR 7:010);

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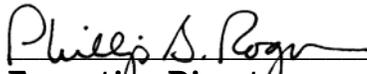
2. Addition of new language requiring a principal mentor to have served as a principal at least three of the last five years prior to serving as a mentor for an intern principal or a full-time assistant principal;
3. An increase in the supplement to principal mentors not to exceed \$1,400 from the original \$1,000 to remain consistent with KTIP stipends for 50 hours of mentoring;
4. Inclusion of language stating that payments are contingent upon adequate funding under the Commonwealth's biennial budget;
5. A requirement defining the observation period of KPIP committee members to be three (3) hours' duration;
6. Inclusion of language allowing for online submission of work completed by the KPIP committee as established in KTIP (16 KAR 7:010);
7. Inclusion of language incorporating the KPIP Handbook by reference in 16 KAR 7:020; and
8. Revision of language removing the responsibility of KPIP from KDE to EPSB.

If the Board concurs with the amendments to 16 KAR 7:020, an action item for final approval will be presented at the March 2006 Board meeting.

Contact Person(s):

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Executive Director

Date:

January 2006

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1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **16 KAR 7:020. Kentucky Principal Internship [Intern] Program.**

3 **(AMENDMENT)**

4 RELATES TO: KRS 161.020, 161.027, 161.028

5 STATUTORY AUTHORITY: KRS 161.027, 161.028

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 [~~161.027~~] requires a
7 certificate of legal qualifications [~~credentials~~] for each public school position for which
8 a certificate is issued. KRS 161.027 requires that an applicant for certification as
9 school principal with less than two (2) years of appropriate service complete a one
10 (1) year principal internship [intern] program. This administrative regulation
11 establishes the requirements for [procedures to implement] the Kentucky Principal
12 Internship Intern Program required by [under] KRS 161.027.

13 Section 1. An applicant for principal certification requesting exemption from the
14 Kentucky Principal Internship [Intern] Program as allowed by KRS 161.027 shall be
15 required to submit to the Education Professional Standards Board proof of the
16 following [have]:

17 (a) A minimum of two years of successful [principal] experience serving as a certified
18 principal in a Kentucky Public School or a nonpublic school which meets the state
19 performance standards as established in KRS 156.160 or which has been
20 accredited by a regional or national accrediting agency. The two years of experience
21 shall have been within a period of ten years prior to the most recent application for
22 principal certification and shall be confirmed by the school official responsible for
23 evaluating the applicant during the time of employment as a school principal.:or

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

3 Section 2. (1) An applicant who has successfully completed all prerequisites to
4 certification specified by KRS 161.027 and KAR Title 16 and who has been issued
5 either a statement of eligibility, a temporary provisional, or a temporary certificate by
6 the Education Professional Standards Board [~~Kentucky Department of Education~~]
7 shall be eligible to participate in the Kentucky Principal Internship [Intern] Program
8 specified by this administrative regulation.

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

15 Section 3. (1) The purposes of the Kentucky Principal Internship [~~Intern~~] Program
16 shall be:

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

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

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

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

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

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

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

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

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

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

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

4 (3) The required entries in the portfolio shall be documentation which illustrates each
5 of the administrator standards and the Kentucky Principal Internship ~~[Intern]~~
6 Program professional growth targets as provided in the Kentucky Principal Internship
7 Handbook, incorporated by reference.

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

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

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

19 (a) A currently-employed principal within the ~~[employing district but outside the]~~
20 intern's school;

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

22 (c) A currently-employed principal in a nearby school district; ~~[or]~~

23 (d) A recently-retired ~~[successful]~~ principal; or[-]

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- 1 (4) If the district is unable to identify a principal mentor in accordance with the
2 hierarchy established in this section, the district shall request that the Education
3 Professional Standards Board assist in the identification of a principal mentor.
- 4 (5) [(3)] Selection of a principal mentor from another school district shall be subject
5 to the approval of the superintendent of the proposed principal mentor. An assistant
6 principal shall not serve in this capacity. If a principal mentor is not available through
7 these options, a qualified person shall be identified by the Education Professional
8 Standards Board [Kentucky Department of Education].
- 9 (6) [(4)] The superintendent of the employing local school district shall serve on the
10 committee or shall appoint a designee who has had experience as a principal or
11 assistant principal.
- 12 (7) [(5)] An administrator educator, who is a faculty member in a state-approved
13 administrator training program at an institution of higher education, shall be
14 appointed by the Education Professional Standards Board [Kentucky Department of
15 Education] in consultation with the employing institution of higher education.
- 16 Preference in selection shall be given to an administrator educator who has had
17 experience as a principal or an assistant principal. If an administrator educator is not
18 available, the Education Professional Standards Board [Kentucky Department of
19 Education] shall identify a person who has had principal experience. Preference in
20 selection shall be given in the following order:
- 21 (a) A district level administrator with previous principal experience in the employing
22 district;
- 23 (b) A district level administrator with previous principal experience in a nearby school
24 district; or

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- 1 (c) A recently retired principal with a minimum of three years of experience as a
- 2 ~~successful~~ principal within a period of five years prior to appointment to the
- 3 principal internship committee.
- 4 Section 6. (1) Each member of the principal intern committee shall successfully
- 5 complete a training program approved by the ~~[Kentucky]~~ Education Professional
- 6 Standards Board in the supervision, assistance, and assessment of principal interns.
- 7 (2) Updated training shall be required for an intern committee member if:
- 8 (a) The member has not assessed an intern within the previous two (2) years; or
- 9 (b) The Kentucky Principal Internship ~~[Intern]~~ Program is revised.
- 10 (3) The training shall provide for a high degree of consistency of implementation
- 11 throughout the state.
- 12 (4) The cost of travel expenses incurred by trainers during the training shall be
- 13 reimbursed to the universities by the Education Professional Standards Board
- 14 ~~[Kentucky Department of Education]~~ in accordance with 200 KAR 2:006.
- 15 (5) Training sessions shall be scheduled during the summer months if possible.
- 16 (6) Training for all individuals assigned to principal internship committees ~~[an~~
- 17 ~~administrator-educator]~~ shall be scheduled through an institution of higher education.
- 18 Section 7. (1) The period of internship shall include no less than 140 contract days
- 19 during the term of employment covered by the contract with the school district.
- 20 (2) If a principal intern is employed after the school year has commenced, the period
- 21 of internship shall not be less than 140 contract days. If less than 140 contract days
- 22 remain in the school year when the principal intern is hired, the period of internship
- 23 shall continue into the following school year until a minimum of 140 contract days
- 24 has been completed.

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1 Section 8. (1) The school district employing a principal intern shall submit a
2 Confirmation of Employment in hard copy or its electronic equivalent if available
3 ~~[confirmation of employment]~~ to the Education Professional Standards Board
4 ~~[Kentucky Department of Education, Office of Teacher Education and Certification]~~.
5 Unless [Except in] unforeseen circumstances arise, this Confirmation of Employment
6 ~~[confirmation]~~ shall be received by the Education Professional Standards Board on
7 or before due dates established by the Education Professional Standards Board
8 ~~[Kentucky Department of Education not later than July 15 of the employment year]~~.
9 (2) If a principal intern is employed after the due date, [July 15], the confirmation of
10 employment shall be submitted not later than twenty (20) calendar days following the
11 principal intern's hire date [employment].
12 (3) Upon receipt of the Confirmation of Employment [confirmation of employment],
13 the Education Professional Standards Board [Kentucky Department of Education]
14 shall appoint the administrator educator member to the principal intern committee.
15 Section 9. The superintendent of the employing school district shall provide an
16 orientation meeting for each principal intern to clearly inform the intern of the
17 requirements of the program. At that time, or as soon as possible thereafter, the
18 principal intern shall be provided the names of members of the principal internship
19 ~~[intern]~~ committee.
20 Section 10. ~~[(1)]~~ The employing school district shall provide the Education
21 Professional Standards Board [to the Kentucky Department of Education
22 ~~information related to the principal mentor and superintendent or designee who will~~
23 ~~serve as members of each principal intern committee as soon as these members are~~
24 ~~identified. The information shall include] with the name, Social Security number,~~

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1 address, and telephone number for each principal mentor and superintendent or
2 designee for each principal intern assigned within the district.

3 [~~(2) If a principal mentor is not available through the options specified in Section 5 of~~
4 ~~this administrative regulation, the employing school district shall request that the~~
5 ~~Kentucky Department of Education, Office of Teacher Education and Certification],~~
6 ~~assist in the identification of a principal mentor.]~~

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

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

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

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

11 (a) ~~[The sequence shall be conducted on days that are included in the intern's term~~
12 ~~of employment;~~

13 ~~(b)]~~ There shall be a minimum of thirty (30) work days between each formal
14 sequence; and

15 (b) [(c)] Except for an internship provided pursuant to Section 7(2) of this
16 administrative regulation, the three (3) sequences shall be completed by a date
17 established by the Education Professional Standards Board [May 15].

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

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

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1 (2) At the completion of the internship experience, the chairperson shall report to the
2 Education Professional Standards Board [~~Kentucky Department of Education~~] and to
3 the superintendent of the employing local school district, if the superintendent is not
4 a member of the committee, the committee's decision regarding the principal intern's
5 completion of the intern program.

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

14 Section 13. (1) The Education Professional Standards Board [~~Kentucky Department~~
15 ~~of Education~~] shall reimburse the school district employing the principal intern for the
16 payment to each principal mentor of mileage expenses in accordance with 200 KAR
17 2:006. Contingent upon adequate funding through the Commonwealth's biennial
18 budget bill, the Education Professional Standards Board shall also provide [~~and for~~
19 ~~an~~] amount not to exceed \$1,400 [~~\$1,000~~] to each principal mentor as compensation
20 for out-of-school time spent with the principal intern.

21 (2) The Education Professional Standards Board [~~Kentucky Department of~~
22 ~~Education~~] shall contract with institutions of higher education to pay an amount of
23 \$300 for each administrator educator contingent upon adequate funding under the
24 Commonwealth's biennial budget bill, and for mileage expenses in accordance with

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1 200 KAR 2:006. Each institution shall make its own determination as to the
2 frequency of disbursement ~~[allocation]~~ of funds received from this program.

3 (3) If the administrator educator member of the committee does not represent an
4 institution of higher education, the Education Professional Standards Board
5 ~~[Kentucky Department of Education]~~ shall reimburse the appropriate agency or
6 individual for mileage expenses in accordance with 200 KAR 2:006. Contingent
7 upon adequate funding under Commonwealth's biennial budget bill, the Education
8 Professional Standards Board shall also provide ~~[and]~~ for an amount not to exceed
9 \$300.

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

12 (5) A payment to a member of a principal internship ~~[intern]~~ committee for a
13 secondary vocational principal intern shall be administered by the Education
14 Professional Standards Board ~~[Kentucky Department of Education]~~ with
15 reimbursement through the Department of Workforce Investment, Education Cabinet
16 ~~[Cabinet for Workforce Development, Department for Technical Education]~~.

17 Section 14. Appeals. (1) If an intern is determined by the principal internship
18 committee to have been unsuccessful, the intern may appeal to the Education
19 Professional Standards Board within 30 calendar days of the date of receipt of the
20 notice of a finding of unsuccessful. An appeal ~~[A complaint]~~ relative to the failure of
21 the Kentucky Principal Internship Committee ~~[principal intern committee]~~ to comply
22 with statutory and regulatory provisions of the Kentucky Principal Internship ~~[Intern]~~
23 Program shall be reviewed by a committee of four (4) persons appointed by the
24 Kentucky Education Professional Standards Board.

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- 1 (2) The review committee shall include one (1) principal, one (1) superintendent or
2 designee, one (1) administrator educator, and one (1) employee of the Education
3 Professional Standards Board who shall serve as designee of the Executive
4 Director. [~~Office of Teacher Education and Certification. If practical, a decision on the~~
5 complaint shall be made within sixty (60) days following receipt of the complaint.]
- 6 (3) The committee members shall be chosen from a pool of committee candidates
7 appointed annually by the Education Professional Standards Board.
- 8 (4) An appeals committee member shall not take part in a decision in which the
9 member has an interest or is biased.
- 10 (5)(a) The principal intern shall file the appeal within thirty (30) calendar days of the
11 date written notice of failure of the internship is received by the principal intern by
12 certified mail return receipt requested. If the principal intern has fails to maintain a
13 current address with the Education Professional Standards Board or refuses to claim
14 the certified mail, the appeal shall be filed within thirty-five (35) days of the date the
15 notice is mailed to the principal intern's last known residence.
- 16 (b) Upon receipt of the appeal, the Education Professional Standards Board shall
17 send a copy to the members of the principal internship committee. Each member
18 may file a written response within fifteen (15) days of receipt.
- 19 (6)(a) The appeals committee shall review the written appeal by the principal intern,
20 all committee reports, any additional documentation that accompanied the final
21 report, and any written responses from the members of the principal internship
22 committee.
- 23 (b) The appeals committee shall base its recommendation upon the following
24 requirements:

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- 1 1. Evidence of the principal intern's ability to meet the requirements of the
- 2 administrator standards;
- 3 2. Appropriate documentation of at least twenty (20) hours in the instructional
- 4 setting and fifty (50) hours outside normal working hours spent by the principal
- 5 mentor in assisting the principal intern;
- 6 3. Assignment of internship committee members in accordance with legal
- 7 requirements;
- 8 4. Compliance with the requirements for the timing, content, reporting, and signing
- 9 of principal performance records, meeting and observation forms, and principal
- 10 mentor time sheets; and
- 11 5. Agreement between principal intern performance records, professional growth
- 12 plans, principal mentor committee meeting reports, and the final decision of the
- 13 committee.
- 14 (7) The appeals committee shall make a recommendation to the Education
- 15 Professional Standards Board on the appeal within sixty (60) days following the
- 16 receipt of the appeal, unless good cause exists for additional time. The Education
- 17 Professional Standards Board shall issue a final decision in each appeal reviewed
- 18 by the appeals committee. The Education Professional Standards Board may
- 19 consider the appeals committee recommendation and the records reviewed by the
- 20 appeals committee in issuing its decision.
- 21 (8) If the decision of the principal internship committee is not upheld, the Education
- 22 Professional Standards Board shall issue the appropriate certificate to the principal
- 23 intern.

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- 1 (9) If the decision of the principal internship committee is upheld, the Education
2 Professional Standards Board shall issue another Statement of Eligibility for
3 Principal Internship, unless:
4 (a) The principal intern has exhausted the two (2) year provision for participation in
5 the Kentucky Principal Internship Program; or
6 (b) The period of validity of the statement of eligibility has expired.
7 (10) If, during the appeal process, it becomes evident that the principal internship
8 committee has committed some procedural violation during the internship which
9 makes it impossible to determine if the principal intern has in fact been unsuccessful,
10 the Education Professional Standards Board may nullify the internship and allow the
11 principal intern to repeat the internship without penalty.
12 (11) If the principal intern is not satisfied with the decision of the board based on the
13 recommendation of the appeals committee, the principal intern may request a formal
14 hearing under the provisions of KRS Chapter 13B. The request shall be filed in
15 writing with the Executive Director of the Education Professional Standards Board
16 within fifteen (15) calendar days of the date the board's decision is received by the
17 principal intern.
18 (12) In notifying the principal intern of the board's decision, the Education
19 Professional Standards Board shall send the decision of the board to the last known
20 address of the principal intern. If the principal intern fails to notify the Education
21 Professional Standards Board of an updated or correct address, or refuses to claim
22 the certified mail when presented, the request for a hearing shall be filed in writing
23 with the Executive Director of the Education Professional Standards Board within

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- 1 (20) calendar days of the date the board's decision is mailed to the principal intern
- 2 by certified mail.
- 3 Section 15. A principal intern who has not successfully completed the internship and
- 4 has exhausted the two (2) year provision for participation in the Kentucky Principal
- 5 Internship Program shall not be eligible for a Kentucky principal certificate under this
- 6 administrative regulation.
- 7 Section 16 [45]. The Kentucky Education Professional Standards Board shall collect
- 8 and analyze data, on an annual or biennial basis, which permit evaluation of the
- 9 Principal Intern Program covered by this administrative regulation.
- 10 Section 17 Incorporation by Reference: (1) The following material is incorporated by
- 11 reference:
- 12 (a) The Kentucky Principal Internship Handbook, January 2006 edition;
- 13 (b) "Statement of Eligibility/Confirmation of Employment form" revised January 2006
- 14 (2) This material may be inspected, copied, or obtained, subject to applicable
- 15 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
- 16 Floor, Frankfort, Kentucky 40601

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item B

Information Item:

16 KAR 2:060, School Nurse Certification, Notice of Intent

Applicable Statutes:

KRS 156.070, 156.160, 161.020, 161.025, 161.028, 161.030

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

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

Issue:

Should EPSB approve the recommended changes to regulation 16 KAR 2:060, bringing the regulation in line with current practice?

Background:

Regulation 16 KAR 2:060, School Nurse, has not been revised since it was originally adopted in January 1980. Practicing school nurses seeking certification, but having difficulty meeting the requirements as written in 1980, recommended revisions to 16 KAR 2:060. The original regulation allowed registered nurses with a diploma or an associate degree to complete school nurse preparation programs that led to a bachelor's degree. Since the original regulation did not include provisions for degreed nurses, those persons having attained a bachelor's degree or a master's degree in nursing were also required to complete the school nurse preparation program. This required the candidate to duplicate coursework. A major rewrite of the regulation was deemed necessary to accommodate the changing role and qualifications of school nurses.

In 2003 a small group met to develop the first draft of recommended changes. Kentucky School Nurse Association (KSNA) members were asked to provide comments about the draft. KSNA staff also met with the Kentucky Board of Nursing (KBN) and its attorney to review the regulation for conflicts with KBN requirements. Since Western Kentucky University (WKU) was the only institution offering the school nurse certification, faculty from WKU's Department of Nursing were asked to join the committee. School nurse consultants from the Kentucky Department of Education (KDE) were instrumental in guiding the development of the regulation. The Department of Public Health (DPH) was also involved in the revision discussion.

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In Spring 2005, EPSB staff were invited to speak to KSNA members during the general session of the association's state conference. Staff provided additional clarification of the regulation and answers to questions. KSNA members were also advised that the change in regulation would not ensure that districts would hire certified nurses.

In addition to updating the language and terminology, other suggested revisions to the regulation are:

- Provisional Certificate issued for five (5) years—Rank III:
 1. Registered nurse with a diploma or associate degree in nursing from an approved preparation program; and
 2. Current Kentucky Board of Nursing license; and
 3. Three (3) years of full-time nursing experience within the last five (5) years.
- Renewal for a subsequent five (5) years:
 1. Fifteen (15) credit hours toward completion of a bachelors degree in nursing or related field leading to a professional certificate for school nurse; and
 2. Current Kentucky Board of Nursing license.
- Professional Certificate issued for five (5) years—Rank II:
 1. Current Kentucky Board of Nursing license;
 2. Bachelor of Science in Nursing or related field from an accredited preparation program; and
 3. Three (3) years post-baccalaureate, full-time nursing experience within the last five (5) years, or
 4. School nurse certification from National Association of School Nurses.
- Renewal of the Professional certificate:
 1. Current Kentucky Board of Nursing license; and
 2. Three (3) years of experience as a nurse during the past five (5)-year period; or
 3. Seventy-five (75) hours of continuing education or nine (9) hours of university coursework that is specific to school nursing or related field.
- Advanced School Nurse Certificate issued for five (5) years—Rank I:

There are three options available:

 - (a) **Option 1:**
 1. A valid license as a registered nurse;
 2. A bachelor of science degree in nursing;
 3. Three (3) years of full-time experience as a nurse within the most recent five (5) years; and
 4. Certification from the National Association for School Nurses.
 - (b) **Option 2:**
 1. A valid license as a registered nurse;
 2. A bachelor of science degree in nursing or related field; and
 3. A master's degree in nursing or a related field from an accredited preparation program.

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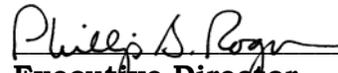
(c) **Option 3:**

1. A valid license as a registered nurse;
 2. A bachelor of science degree in nursing; and
 3. A valid registration as an advanced registered nurse practitioner.
- Renewal of the Advanced Certificate for subsequent five (5) years:
 1. Three years of full-time experience as a nurse during each five (5)-year period; and
 2. A current registration as an advanced registered nurse practitioner.

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Executive Director

Date:

January 2006

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1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **16 KAR 2:060. School nurse.**

3 **AMENDMENT**

4 RELATES TO: KRS 161.020, 161.025, 161.030

5 STATUTORY AUTHORITY: KRS 156.070, 156.160

6 NECESSITY, FUNCTION, AND CONFORMITY: ~~KRS 161.028(1) authorizes the~~

7 Education Professional Standards Board to establish standards and requirements

8 for obtaining and maintaining a teaching certificate and for programs of preparation

9 for teachers and other professional school personnel, and KRS 161.030(1) requires

10 all certificates issued under KRS 161.010 to 161.126 to be issued in accordance

11 with the administrative regulations of the board. This administrative regulation

12 establishes the standard for the issuance of a certificate for the position of school

13 nurse.

14 Section 1. Requirements for the Provisional Certificate for School Nurse: (1) The

15 provisional certificate for school nurse shall be issued upon application to the

16 Education Professional Standards Board using the "Form TC-1, Application of

17 Kentucky Certification or Change in Salary, Rank" ~~[in accordance with the pertinent~~

18 ~~Kentucky statutes and administrative regulations of the State Board of Education to~~

19 ~~an applicant who is licensed as a registered nurse by the Kentucky Board of Nursing~~

20 ~~Education and Nurse Registration and who has completed the approved program of~~

21 ~~preparation which corresponds to the certificate at a teacher education institution~~

22 ~~approved under the standards and procedures included in the Kentucky State Plan~~

23 ~~for the Approval of Preparation Programs for the Certification of Professional School~~

24 ~~Personnel.~~

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1 Registered nurses serving in an approved position of school nurse during the 1978-
2 79 or the 1979-80 school year may be issued the provisional certificate for school
3 nurse for a duration period of five (5) years and renewable for subsequent five (5)
4 year periods upon completion of three (3) years experience as a school nurse during
5 each five (5) year period.

6 ~~(3) The provisional certificate for school nurse issued after the 1979-80 school year
7 shall be issued for a duration period of five (5) years and shall require the completion
8 of the fifteen (15) semester hour curriculum for school nurses for the first renewal.
9 Subsequent renewals shall require the completion of fifteen (15) semester hours
10 additional credit toward the completion of the bachelor's degree. Upon completion of
11 the bachelor's degree, the certificate may be renewed on three (3) years experience
12 as a school nurse during each five (5) year renewal period.]~~

13 (2) The Provisional Certificate for School Nurse shall be issued for a period of five
14 (5) years to an individual upon application and submission of proof of the following:
15 (a) A valid license as a Registered Nurse issued by the Kentucky Board of Nursing;
16 (b) A minimum of a diploma or Associate's Degree in nursing from an accredited
17 preparation program; and
18 (c) A minimum of three (3) years of full time nursing experience within the last five
19 years.

20 (3) The Provisional Certificate for School Nurse may be renewed for subsequent
21 five (5) year periods upon application using Form TC-2 "Application for Certificate
22 Renewal/Duplicate" and upon submission of proof of the following:
23 (a) A valid license as a registered nurse from the Kentucky Board of Nursing; and

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- 1 (b) Fifteen (15) credit hours of coursework from an accredited Bachelor's level
- 2 nursing program or a related field leading to a Professional Certificate for School
- 3 Nurse.
- 4 (4) The Provisional Certificate for School Nurse shall be issued at Rank III.
- 5 Section 2. Requirements for the Professional Certificate for School Nurse. (1) The
- 6 Professional Certificate for School Nurse shall be issued upon application to the
- 7 Education Professional Standards Board using form TC-1.
- 8 (2) The Professional Certificate for School Nurse shall be issued for a period of five
- 9 (5) years to an individual upon application and submission of proof of the following:
- 10 (a) A valid license as a Registered Nurse issued by the Kentucky Board of Nursing;
- 11 (b) A Bachelor of Science degree in Nursing or a related field from an accredited
- 12 preparation program; and
- 13 1. Three (3) years of full time post-baccalaureate nursing experience with the past
- 14 five (5) years; or
- 15 2. School Nurse Certification from the National Association of School Nurses.
- 16 (3) The Professional Certificate for School Nurse may be renewed upon application
- 17 using form TC-2 and submission of proof of the following.
- 18 (a) A valid license as a Registered Nurse issued by the Kentucky Board of Nursing;
- 19 and
- 20 (b) Three (3) years of experience as a nurse during the past five (5) years; or
- 21 (c) Seventy-five (75) contact hours of continuing education related to the field of
- 22 school nursing or nine (9) credit hours of course work from an accredited college or
- 23 university that is specific to school nursing or a related field.
- 24 (4) The Professional Certificate for School Nurse shall be issued at Rank II.

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- 1 Section 3. Requirements for the Advanced School Nurse Certificate: (1) The
- 2 Advanced School Nurse Certificate shall be issued upon application to the Education
- 3 Professional Standards Board using Form TC-1.
- 4 (2) The Advanced School Nurse Certificate shall be issued upon application and
- 5 submission of proof of documentation of completion of one of the following three
- 6 options:
- 7 (a) Option 1:
- 8 1. A valid license as a Registered Nurse;
- 9 2. A Bachelor of Science Degree in Nursing or a related field;
- 10 3. Three (3) years of full time experience as a nurse within the most recent five (5)
- 11 years; and
- 12 4. Certification from the National Association for School Nurses.
- 13 (b) Option 2:
- 14 1. A valid license as a Registered Nurse;
- 15 2. A Bachelor of Science Degree in Nursing or a related field; and
- 16 3. A Master's Degree in Nursing or a related field from an accredited preparation
- 17 program.
- 18 (c) Option 3:
- 19 1. A valid license as a Registered Nurse;
- 20 2. A Bachelor of Science Degree in Nursing; and
- 21 3. A valid registration as an Advanced Registered Nurse Practitioner.
- 22 (3) The Advanced School Nurse Certificate shall be issued for an initial period of five
- 23 (5) years and may be renewed for subsequent five (5) year periods upon application
- 24 and submission of proof of the following:

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- 1 (1) Three years of full time experience as a nurse during each five year period; and
- 2 (2) A current registration as an Advanced Registered Nurse Practitioner.
- 3 Section 4. Incorporation by Reference. (1) The following material is incorporated by
- 4 reference:
- 5 (a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and
- 6 (b) Form TC-2, rev. 4/2004, Education Professional Standards Board.
- 7 (2) This material may be inspected, copied, or obtained, subject to applicable
- 8 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
- 9 Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item C

Information Item:

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

Applicable Statutes and Regulation:

KRS 161.028, 161.030
16 KAR 5:010

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should EPSB approve recommended changes to 16 KAR 5:010 for consistency in terminology and policy?

Background:

EPSB staff continue to review 16 KAR 5:010 for compliance with current EPSB and National Council for Accreditation of Teacher Education (NCATE) standards. Changes are necessary to keep the accreditation portion of the regulation properly aligned with EPSB's and NCATE's policies. The following revisions are necessary to ensure consistency in the regulation's implementation:

1. Edit sections where terminology is inconsistent or worded incorrectly.
2. Section 9—Precondition 9—Add the word “regional.”
3. Section 16:
 - Insert that reports should be submitted to **EPSB**.
 - Change from “five (5)” to **ten (10)** working days for submitting factual corrections.
 - Change from “thirty (30)” to **thirty (30) to sixty (60)** working days for the EPSB/Board of Examiners to prepare the team report for transmittal to the institution.
4. Section 19—Change from “five (5)” to **seven (7)** years for continuing accreditation visit.
5. Section 24—Quality Performance Index wording change:
 - Change from “At Risk of Low Performing” to **Unsatisfactory Performance**.

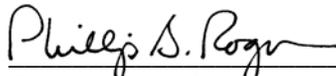
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- Change from “Low Performing” to **Failing Performance**.
6. Section 25—Quality Performance Index wording change:
- Change from “Excellent Performing” to **Excellent Performance**.
 - Change from “Satisfactory Performing” to **Satisfactory Performance**.
 - Change from “At Risk of Low Performing” to **Unsatisfactory Performance**.
 - Change from “Low Performing” to **Failing Performance**.

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Executive Director

Date:

January 2006

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

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

4 **(AMENDMENT)**

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

6 STATUTORY AUTHORITY: KRS 161.028, 161.030

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the
8 Education Professional Standards Board to establish standards and requirements
9 for obtaining and maintaining a teaching certificate and for programs of preparation
10 for teachers and other professional school personnel, and KRS 161.030(1) requires
11 all certificates issued under KRS 161.010 to 161.126 to be issued in accordance
12 with the administrative regulations of the board. This administrative regulation
13 establishes the requirements for obtaining and maintaining a school psychologist
14 certificate. This administrative regulation establishes the standards for accreditation
15 of an educator preparation unit and approval of a program to prepare an educator.
16 Section 1. Definitions. (1) "AACTE" means the American Association of Colleges for
17 Teacher Education.
18 (2) "Biennial report" means the report prepared by the EPSB summarizing the
19 institutionally-prepared annual reports for a two (2) year period.
20 (3) "Board of examiners" means the team who reviews an institution on behalf of
21 NCATE or EPSB.
22 (4) "EPSB" means the Education Professional Standards Board.
23 (5) "NCATE" means the National Council for Accreditation of Teacher Education.

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

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

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

8 (a) Shall be accredited by the state; and

9 (b) May be accredited by NCATE.

10 (2) State accreditation shall be:

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

13 (b) Based on the national accreditation standards which include the program
14 standards enumerated in KRS 161.028(1)(b), and which are set out in the

15 "Professional Standards for the Accreditation of Schools, Colleges, and Departments
16 of Education" established by NCATE. The accreditation standards shall include:

17 1. Standard 1 - Candidate Knowledge, Skills, and Dispositions. Candidates

18 preparing to work in schools as teachers or other professional school personnel

19 know and demonstrate the content, pedagogical, and professional knowledge, skills,

20 and dispositions necessary to help all students learn. Assessments indicate that

21 candidates meet professional, state, and institutional standards.

22 2. Standard 2 - Assessment System and Unit Evaluation. The unit has an

23 assessment system that collects and analyzes data on applicant qualifications,

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- 1 candidate and graduate performance, and unit operations to evaluate and improve
- 2 the unit and its programs.
- 3 3. Standard 3 - Field Experience and Clinical Practice. The unit and its school
- 4 partners design, implement, and evaluate field experiences and clinical practice so
- 5 that teacher candidates and other school personnel develop and demonstrate the
- 6 knowledge, skills, and dispositions necessary to help all students learn.
- 7 4. Standard 4 - Diversity. The unit designs, implements, and evaluates curriculum
- 8 and experiences for candidates to acquire and apply the knowledge, skills, and
- 9 dispositions necessary to help all students learn. These experiences include working
- 10 with diverse higher education and school faculty, diverse candidates, and diverse
- 11 students in P-12 schools.
- 12 5. Standard 5 - Faculty Qualifications, Performance, and Development. Faculty are
- 13 qualified and model best professional practices in scholarship, service, and teaching,
- 14 including the assessment of their own effectiveness as related to candidate
- 15 performance; they also collaborate with colleagues in the disciplines and schools.
- 16 The unit systematically evaluates faculty performance and facilitates professional
- 17 development.
- 18 6. Standard 6 - Unit Governance and Resources. The unit has the leadership,
- 19 authority, budget, personnel, facilities, and resources including information
- 20 technology resources, for the preparation of candidates to meet professional, state,
- 21 and institutional standards.
- 22 (3) NCATE accreditation shall not be a condition of offering an educator certification
- 23 program or a program leading to a rank change.

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- 1 (4) All educator preparation institutions and programs operating in Kentucky that
- 2 require licensure by the Council on Postsecondary Education under KRS 164.945-
- 3 164.947 and 13 KAR 1:020 shall:
 - 4 (a) Be accredited by the state through the EPSB under this administrative regulation
 - 5 as a condition of offering an educator certification program or a program leading to
 - 6 rank change; and
 - 7 (b) Comply with the EPSB "Accreditation of Preparation Programs Procedure".
- 8 Section 3. Developmental Process for New Educator Preparation Programs. (1) New
- 9 educator preparation institutions requesting approval from the EPSB to develop
- 10 educator preparation programs that do not have a historical foundation from which to
- 11 show the success of candidates or graduates as required under Section 9 of this
- 12 administrative regulation shall follow the four (4) stage developmental process
- 13 established in this section to gain temporary authority to admit candidates.
- 14 (2) Stage One.
 - 15 (a) The educator preparation institution shall submit an official letter from the chief
 - 16 executive officer and the governing board of the institution to the EPSB indicating
 - 17 their intent to establish an educator preparation program.
 - 18 (b) The EPSB staff shall make a technical visit to the institution.
 - 19 (c) The institution shall submit the following documentation:
 - 20 1. Program descriptions required by Section 11 of this administrative regulation;
 - 21 2. Continuous assessment plan required by Section 11 of this administrative
 - 22 regulation; and
 - 23 3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this
 - 24 administrative regulation.

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- 1 (d) The EPSB shall provide for a paper review of this documentation by the Reading
- 2 Committee and the Continuous Assessment Review Committee.
- 3 (e) Following review of the documentation, EPSB staff shall make an additional
- 4 technical visit to the institution.
- 5 (3) Stage Two.
- 6 (a) A board of examiners team shall make a one (1) day visit to the institution to
- 7 verify the paper review.
- 8 (b) The team shall be ~~comprised~~ composed of:
 - 9 1. One (1) representative from a public postsecondary institution;
 - 10 2. One (1) representative from an independent postsecondary institution; and
 - 11 3. One (1) representative from the Kentucky Education Association.
- 12 (c) The team shall submit a written report of its findings to the EPSB.
- 13 (d) The EPSB shall provide a copy of the written report to the institution.
- 14 (e)1. The institution may submit a written rejoinder to the report within thirty (30)
- 15 working days of its receipt.
- 16 2. The rejoinder may be supplemented by materials pertinent to the conclusions
- 17 found in the team's report.
- 18 (f) The Accreditation Audit Committee shall review the materials gathered during
- 19 Stages One and Two and make one (1) of the following recommendations to the
- 20 EPSB with regards to temporary authorization:
 - 21 1. Approval;
 - 22 2. Approval with conditions; or
 - 23 3. Denial of approval.
- 24 (4) Stage Three.

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- 1 (a) The EPSB shall review the materials and recommendations from the
- 2 Accreditation Audit Committee and make one (1) of the following determinations with
- 3 regards to temporary authorization:
- 4 1. Approval;
- 5 2. Approval with conditions; or
- 6 3. Denial of approval.
- 7 (b) An institution receiving approval or approval with conditions shall:
- 8 1. Hold this temporary authorization for two (2) years; and
- 9 2. Continue the developmental process and the first accreditation process
- 10 established in this administrative regulation.
- 11 (c) An institution denied temporary authorization may reapply.
- 12 (d) During the two (2) year period of temporary authorization, the institution shall:
- 13 1. Admit candidates;
- 14 2. Monitor, evaluate, and assess the academic and professional competency of
- 15 candidates; and
- 16 3. Report regularly to the EPSB on the institution's progress.
- 17 (e) During the two (2) year period of temporary authorization, the EPSB:
- 18 1. May schedule additional technical visits; and
- 19 2. Shall monitor progress by paper review of annual reports, admission and exit
- 20 data, and trend data.
- 21 (5) Stage Four.
- 22 (a) The institution shall host a first accreditation visit within two (2) years of the
- 23 approval or approval with conditions of temporary authorization.

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

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

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

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

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

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

22 (6) The governance unit for educator preparation shall be responsible for the
23 preparation necessary to comply with the requirements for timely submission of

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- 1 materials for accreditation and program approval as established in this
- 2 administrative regulation.
- 3 Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB
- 4 to provide data about faculty and students in each approved program, progress
- 5 made in addressing areas for improvement identified by its last accreditation
- 6 evaluation, and major program developments in each NCATE standard.
- 7 (b) The institution shall use the data system identified by the EPSB.
- 8 (2)(a) The EPSB shall review each institution's annual report to monitor the capacity
- 9 of a unit to continue a program of high quality.
- 10 (b) The EPSB may pursue action against the unit based on data received in this
- 11 report.
- 12 (3) The Reading Committee shall submit a biennial report, based on data submitted
- 13 in the annual reports, to the unit head in preparation for an on-site accreditation visit.
- 14 Section 6. Content Program Review Committee. (1)(a) The EPSB shall appoint and
- 15 train a content program review committee in each of the certificate areas to provide
- 16 content area expertise to EPSB staff and the Reading Committee.
- 17 (b) Nominations for the content program review committees shall be solicited from
- 18 the education constituent groups listed in Section 12 of this administrative regulation.
- 19 (2)(a) A content program review committee shall review an educator preparation
- 20 program to establish congruence of the program with standards of nationally-
- 21 recognized specialty program associations and appropriate state performance
- 22 standards.
- 23 (b) A content program review committee shall examine program content and faculty
- 24 expertise.

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- 1 (3) A content program review committee shall submit written comments to EPSB
- 2 staff and the Reading Committee for use in the program approval process.
- 3 (4) A content program review committee shall not make any determination or
- 4 decision regarding the approval or denial of a program.
- 5 Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint
- 6 and train a Continuous Assessment Review Committee to be comprised of P-12 and
- 7 postsecondary faculty who have special expertise in the field of assessment.
- 8 (2) The Continuous Assessment Review Committee shall conduct a preliminary
- 9 review of each institution's continuous assessment plan.
- 10 (3) The Continuous Assessment Review Committee shall meet in the spring and fall
- 11 semesters of each year to analyze the continuous assessment plan for those
- 12 institutions that are within one (1) year of their on-site visit.
- 13 (4) The Continuous Assessment Review Committee shall provide technical
- 14 assistance to requesting institutions in the design, development, and implementation
- 15 of the continuous assessment plan.
- 16 Section 8. Reading Committee. (1) The EPSB shall appoint and train a Reading
- 17 Committee representative of the constituent groups to the EPSB.
- 18 (2) The Reading Committee shall conduct a preliminary review of accreditation
- 19 materials, annual reports, and program review documents from an educator
- 20 preparation institution for adequacy, timeliness, and conformity with the
- 21 corresponding standards.
- 22 (3) For first accreditation, the Reading Committee shall:
- 23 (a) Review the preconditions documents prepared by the institution; and

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

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

8 (a) Determine that a submitted material meets requirements;

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

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

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

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

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

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- 1 (2) As a precondition for experiencing an on-site first evaluation for educator
- 2 preparation, the institution shall present documentation to show that the following
- 3 conditions are satisfied:
- 4 (a) Precondition Number 1. The institution recognizes and identifies a professional
- 5 education unit that has responsibility and authority for the preparation of teachers
- 6 and other professional education personnel. Required documentation shall include:
- 7 1. A letter from the institution's chief executive officer that designates the unit as
- 8 having primary authority and responsibility for professional education programs;
- 9 2. A chart or narrative that lists all professional education programs offered by the
- 10 institution, including any nontraditional and alternative programs. The chart or
- 11 narrative report shall depict:
- 12 a. The degree or award levels for each program;
- 13 b. The administrative location for each program; and
- 14 c. The structure or structures through which the unit implements its oversight of all
- 15 programs;
- 16 3. If the unit's offerings include off-campus programs, a separate chart or narrative
- 17 as described above, prepared for each location at which off-campus programs are
- 18 geographically located; and
- 19 4. An organizational chart of the institution that depicts the professional education
- 20 unit and indicates the unit's relationship to other administrative units within the
- 21 college or university.
- 22 (b) Precondition Number 2. A dean, director, or chair is officially designated as head
- 23 of the unit and is assigned the authority and responsibility for its overall

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1 administration and operation. The institution shall submit a job description for the
2 head of the professional education unit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21 (2) For a continuing accreditation visit, the educator preparation unit shall submit,
22 two (2) months prior to the scheduled on-site visit, a report not to exceed 100 pages
23 addressing changes at the institution that have occurred since the last accreditation
24 visit, a description of the unit's conceptual framework, and evidence that

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1 demonstrates that the six (6) standards are met. The narrative shall describe how
2 changes relate to an accreditation standard and the results of the continuous
3 assessment process, including program evaluation. The report shall be submitted to
4 the EPSB and to NCATE, if appropriate.

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

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

12 (a) The mission of the institution and unit;

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

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

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

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

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

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

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

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- 1 (c) Assessment of the program that includes specific procedures used to provide
- 2 feedback and make recommendations to the program and unit; and
- 3 (d) A monitoring plan for candidates from admission to exit;
- 4 (3) Program experiences including the relationship among the program's courses
- 5 and experiences, content standards of the relevant national specialty program
- 6 associations (e.g., National Council of Teachers of Mathematics, National Council
- 7 for the Social Studies, The Council for Exceptional Children, North American
- 8 Association for Environmental Education, etc.), student academic expectations as
- 9 established in 703 KAR 4:060, and relevant state performance standards
- 10 established in 16 KAR 1:010 or incorporated by reference into this administrative
- 11 regulation;
- 12 (4)(a) Identification of how the program integrates the unit's continuous assessment
- 13 to assure each candidate's mastery, prior to exit from the program, of content of the
- 14 academic discipline, and state performance standards as established in 16 KAR
- 15 1:010; and
- 16 (b) Identification of how the program utilizes performance assessment to assure that
- 17 each candidate's professional growth is consistent with the New and Experienced
- 18 Teacher Standards as established in 16 KAR 1:010;
- 19 (5) A list of faculty responsible for and involved with the conduct of the specific
- 20 program, along with the highest degree of each, responsibilities for the program, and
- 21 status of employment within the unit and the university; and
- 22 (6) A curriculum guide sheet or contract provided to each student before or at the
- 23 time of admittance to the program.
- 24 Section 12. Board of Examiners. (1) A Board of Examiners shall:

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- 1 (a) Be recruited and appointed by the EPSB. The board shall be comprised of an
- 2 equal number of representatives from three (3) constituent groups:
- 3 1. Teacher educators;
- 4 2. P-12 teachers and administrators; and
- 5 3. State and local policymaker groups; and
- 6 (b) Include at least thirty-six (36) members representing the following constituencies;
- 7 1. Kentucky Education Association, at least ten (10) members;
- 8 2. Kentucky Association of Colleges of Teacher Education, at least ten (10)
- 9 members; and
- 10 3. At least ten (10) members nominated by as many of the following groups as may
- 11 wish to submit a nomination:
- 12 a. Kentucky Association of School Administrators;
- 13 b. Persons holding positions in occupational education;
- 14 c. Kentucky Branch National Congress of Parents and Teachers;
- 15 d. Kentucky School Boards Association;
- 16 e. Kentucky Association of School Councils;
- 17 f. Kentucky Board of Education;
- 18 g. Kentucky affiliation of a national specialty program association;
- 19 h. Prichard Committee for Academic Excellence;
- 20 i. Partnership for Kentucky Schools; and
- 21 j. Subject area specialists in the Kentucky Department of Education.
- 22 (2) An appointment shall be for a period of four (4) years. A member may serve an
- 23 additional term if renominated and reappointed in the manner prescribed for
- 24 membership. A vacancy shall be filled by the EPSB as it occurs.

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1 (3) A member of the Board of Examiners and a staff member of the EPSB
2 responsible for educator preparation and approval of an educator preparation
3 program shall be trained by NCATE or trained in an NCATE-approved state
4 program.

5 (4) The EPSB shall select and appoint for each scheduled on-site accreditation a
6 team of examiners giving consideration to the number and type of programs offered
7 by the institution. Team appointments shall be made at the beginning of the
8 academic year for each scheduled evaluation visit. A replacement shall be made as
9 needed.

10 (5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall
11 arrange for the joint Board of Examiners to be cochaired by an NCATE appointed
12 team member and a state team chair appointed by the EPSB. The joint Board of
13 Examiners shall be composed of a majority of NCATE appointees in the following
14 proportions, respectively: NCATE and state - six (6) and five (5), five (5) and four (4),
15 four (4) and three (3), three (3) and two (2). The size of the Board of Examiners shall
16 depend upon the size of the institution and the number of programs to be evaluated.

17 (6) For an institution seeking state-only accreditation, the EPSB shall appoint a chair
18 from a pool of trained Board of Examiners members.

19 (7) For state-only accreditation, the Board of Examiners shall have six (6) members.

20 (8) The EPSB shall make arrangements for the release time of a Board of Examiner
21 member from his place of employment for an accreditation visit.

22 Section 13. Assembly of Records and Files for the Evaluation Team. For convenient
23 access, the institution shall assemble, or make available, records and files of written

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- 1 materials which supplement the institutional report and which may serve as further
 - 2 documentation. The records and files shall include:
 - 3 (1) The faculty handbook;
 - 4 (2) Agenda, list of participants, and products of a meeting, workshop, or training
 - 5 session related to a curriculum and governance group impacting professional
 - 6 education;
 - 7 (3) Faculty vitae or resumes;
 - 8 (4) A random sample of graduates' transcripts;
 - 9 (5) Conceptual framework documents;
 - 10 (6) A curriculum program, rejoinder, or specialty group response that was submitted
 - 11 as a part of the program review process;
 - 12 (7) Course syllabi;
 - 13 (8) Policies, criteria and student records related to admission and retention;
 - 14 (9) Samples of students' portfolios and other performance assessments;
 - 15 (10) Record of performance assessments of candidate progress and summary of
 - 16 results including a program change based on continuous assessment;
 - 17 (11) Student evaluations, including student teaching and internship performance;
 - 18 and
 - 19 (12) Data on performance of graduates, including results of state licensing
 - 20 examinations and job placement rates.
- 21 Section 14. Previsit to the Institution. No later than one (1) month prior to the
- 22 scheduled on-site evaluation visit, the EPSB shall conduct a previsit to the institution
- 23 to make a final review of the arrangements. For an NCATE-accredited institution, the
- 24 previsit shall be coordinated with NCATE.

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- 1 Section 15. On-site Accreditation Visit. (1) At least one (1) staff member of the EPSB
2 shall be assigned as support staff and liaison during the accreditation visit.
- 3 (2) The EPSB shall reimburse a state team member for travel, lodging, and meals in
4 accordance with 200 KAR 2:006. A team member representing NCATE shall be
5 reimbursed by the educator preparation institution.
- 6 (3) The evaluation team shall conduct an on-site evaluation of the self-study
7 materials prepared by the institution and seek out additional information, as needed,
8 to make a determination as to whether the standards were met for the accreditation
9 of the institution's educator preparation unit and for the approval of an individual
10 educator preparation program. The evaluation team shall make use of the analyses
11 prepared through the preliminary review process.
- 12 (4) An off-campus site which offers a self-standing program shall require a team
13 review. If additional team time is required for visiting an off-campus site, the team
14 chair, the institution, and the EPSB shall negotiate special arrangements.
- 15 (5) In a joint team, all Board of Examiners members shall vote on whether the
16 educator preparation institution has met the six (6) NCATE standards. A
17 determination about each standard shall be limited to the following options:
- 18 (a) Met;
19 (b) Met, with one (1) or more defined areas for improvement; or
20 (c) Not met.
- 21 (6)(a) The Board of Examiners shall review each program and cite the areas for
22 improvement for each, if applicable.
- 23 (b) The Board of Examiners shall define the areas for improvement in its report.

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

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

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

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

6 Section 16. Preparation and Distribution of the Evaluation Report. (1) For a state-
7 only visit, the evaluation report shall be prepared and distributed as follows:

8 (a) The EPSB staff shall collect the written evaluation pages from each Board of
9 Examiners member before leaving the institution.

10 (b) The first draft shall be typed and distributed to Board of Examiners members.

11 (c) A revision shall be consolidated by the Board of Examiners chair who shall send
12 the next draft to the unit head to review for factual accuracy.

13 (d) The unit head shall submit written notification to the EPSB confirming receipt of
14 the draft.

15 (e) The unit head shall submit to the Education Professional Standards Board

16 [~~Board of Examiners chair~~] within ten (10) [~~five (5)~~] working days either:

17 1. A written correction to the factual information contained in the report; or

18 2. Written notification that the unit head has reviewed the draft and found no factual
19 errors.

20 (f) The Board of Examiners chair shall submit the final report to the EPSB and a
21 copy to each member of the Board of Examiners.

22 (g) The final report shall be printed by the EPSB and sent to the institution and to the
23 Board of Examiners members within thirty (30) to sixty (60) working days of the
24 conclusion of the on-site visit.

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- 1 (2) For a joint state/NCATE visit, the evaluation report shall be prepared and
- 2 distributed as follows:
- 3 (a) The NCATE chair shall be responsible for the preparation, editing and
- 4 corrections to the NCATE report.
- 5 (b) The state chair shall be responsible for the preparation, editing and corrections of
- 6 the state report in the same manner established in subsection (1) of this section for a
- 7 state-only visit.
- 8 (c) The EPSB Board of Examiners report for state/NCATE continuing accreditation
- 9 visits shall be prepared in accordance with the Board of Examiners Report Format
- 10 for State/NCATE Accreditation Visits.
- 11 Section 17. Institutional Response to the Evaluation Report. (1)(a) The institution
- 12 shall acknowledge receipt of the evaluation report within thirty (30) working days of
- 13 receipt of the report.
- 14 (b) If desired, the institution shall submit within thirty (30) working days of receipt of
- 15 the report a written rejoinder to the report which may be supplemented by materials
- 16 pertinent to a conclusion found in the evaluation report.
- 17 (c) The rejoinder and the Board of Examiners report shall be the primary documents
- 18 reviewed by the Accreditation Audit Committee and EPSB.
- 19 (d) An unmet standard or area of improvement statement cited by the team may be
- 20 recommended for change or removal by the Accreditation Audit Committee or by the
- 21 EPSB because of evidence presented in the rejoinder. The Accreditation Audit
- 22 Committee or the EPSB shall not be bound by the Board of Examiners decision and
- 23 may reach a conclusion different from the Board of Examiners or NCATE.

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- 1 (2) If a follow-up report is prescribed through accreditation with conditions, the
- 2 institution shall follow the instructions that are provided with the follow-up report.
- 3 (3) If the institution chooses to appeal a part of the evaluation results, the procedure
- 4 established in Section 22 of this administrative regulation shall be followed.
- 5 (4) The institution shall make an annual report relating to the unit for educator
- 6 preparation and relating to the programs of preparation as required by Section 5 of
- 7 this administrative regulation.
- 8 Section 18. Accreditation Audit Committee. (1) The Accreditation Audit Committee
- 9 shall be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall
- 10 appoint the Accreditation Audit Committee as follows:
- 11 (a) One (1) lay member;
- 12 (b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky
- 13 Education Association;
- 14 (c) Two (2) teacher education representatives, one (1) from a state-supported
- 15 institution and one (1) from an independent educator preparation institution,
- 16 appointed from nominees provided by the Kentucky Association of Colleges for
- 17 Teacher Education; and
- 18 (d) Two (2) school administrators appointed from nominees provided by the
- 19 Kentucky Association of School Administrators.
- 20 (2) The chairperson of the EPSB shall designate a member of the Accreditation
- 21 Audit Committee to serve as its chairperson.
- 22 (3) An appointment shall be for a period of four (4) years except that three (3) of the
- 23 initial appointments shall be for a two (2) year term. A member may serve an
- 24 additional term if renominated and reappointed in the manner established for

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- 1 membership. A vacancy shall be filled as it occurs in a manner consistent with the
- 2 provisions for initial appointment.
- 3 (4) A member of the Accreditation Audit Committee shall be trained by NCATE or in
- 4 NCATE-approved training.
- 5 (5) Following an on-site accreditation visit, the Accreditation Audit Committee shall
- 6 review the reports and materials constituting an institutional self-study, the report of
- 7 the evaluation team, and the institutional response to the evaluation report. The
- 8 committee shall then prepare a recommendation for consideration by the EPSB.
- 9 (a) The committee shall review procedures of the Board of Examiners to determine
- 10 whether approved accreditation guidelines were followed.
- 11 (b) For each institution, the committee shall make a recommendation with respect to
- 12 the accreditation of the institutional unit for educator preparation as well as for
- 13 approval of the individual programs of preparation.
- 14 (c) For first accreditation, one (1) of four (4) recommendations shall be made:
- 15 1. Accreditation;
- 16 2. Provisional accreditation;
- 17 3. Denial of accreditation; or
- 18 4. Revocation of accreditation.
- 19 (d) For regular continuing accreditation, one (1) of four (4) recommendations shall be
- 20 made:
- 21 1. Accreditation;
- 22 2. Accreditation with conditions;
- 23 3. Accreditation with probation; or
- 24 4. Revocation of accreditation.

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- 1 (6) For both first and continuing accreditation, the Accreditation Audit Committee
- 2 shall review each program report including a report from the Reading Committee,
- 3 Board of Examiners team, and institutional response and shall make one (1) of three
- 4 (3) recommendations for each individual preparation program to the EPSB:
 - 5 (a) Approval;
 - 6 (b) Approval with conditions; or
 - 7 (c) Denial of approval.
- 8 (7) The Accreditation Audit Committee shall compile accreditation data and
- 9 information for each Kentucky institution that prepares school personnel. It shall
- 10 prepare for the EPSB reports and recommendations regarding accreditation
- 11 standards and procedures as needed to improve the accreditation process and the
- 12 preparation of school personnel.
- 13 Section 19. Official State Accreditation Action by the Education Professional
- 14 Standards Board. (1) A recommendation from the Accreditation Audit Committee
- 15 shall be presented to the full EPSB.
- 16 (2) The EPSB shall consider the findings and recommendations of the Accreditation
- 17 Audit Committee and make a final determination regarding the state accreditation of
- 18 the educator preparation unit.
- 19 (3) Decision options following a first accreditation visit shall include:
 - 20 (a) Accreditation.
 - 21 1. This accreditation decision indicates that the unit meets each of the six (6)
 - 22 NCATE standards for unit accreditation. Areas for improvement may be cited,
 - 23 indicating problems warranting the institution's attention. In its subsequent annual

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1 reports, the professional education unit shall be expected to describe progress made
2 in addressing the areas for improvement cited in the EPSB's action report.

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

5 (b) Provisional accreditation.

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

16 a. Accredit; or

17 b. Revoke accreditation.

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

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

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

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

5 (a) Accreditation.

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

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

13 (b) Accreditation with conditions.

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

24 a. Continue accreditation; or

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1 b. Revoke accreditation.

2 2. If the EPSB renders the decision to continue accreditation, the next on-site visit
3 shall be scheduled for seven (7) [~~five (5)~~] years following the semester in which the
4 continuing accreditation visit occurred.

5 (c) Accreditation with probation.

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

15 Following the on-site review, the EPSB shall decide to:

16 a. Continue accreditation; or

17 b. Revoke accreditation.

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

20 (d) Revocation of accreditation. Following a comprehensive site visit that occurs as a
21 result of an EPSB decision to accredit with probation or to accredit with conditions,
22 this accreditation decision indicates that the unit does not meet one (1) or more of
23 the NCATE standards, and has pervasive problems that limit its capacity to offer

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- 1 quality programs that adequately prepare candidates. Accreditation may also be
- 2 revoked if the unit:
 - 3 1. No longer meets preconditions to accreditation, such as loss of state approval or
 - 4 regional accreditation;
 - 5 2. Misrepresents its [it] accreditation status to the public;
 - 6 3. Falsely reports data or plagiarized information submitted for accreditation
 - 7 purposes; or
 - 8 4. Fails to submit annual reports or other documents required for accreditation.
- 9 (5) Notification of EPSB action to revoke continuing accreditation or deny first
- 10 accreditation, including failure to remove conditions, shall include notice that:
 - 11 (a) The institution shall inform students currently admitted to a certification or rank
 - 12 program of the following:
 - 13 1. A student recommended for certification or advancement in rank within the twelve
 - 14 (12) months immediately following the denial or revocation of state accreditation and
 - 15 who applies to the EPSB within the fifteen (15) months immediately following the
 - 16 denial or revocation of state accreditation shall receive the certificate or
 - 17 advancement in rank; and
 - 18 2. A student who does not meet the criteria established in subparagraph 1 of this
 - 19 paragraph shall transfer to a state accredited education preparation unit in order to
 - 20 receive the certificate or advancement in rank; and
 - 21 (b) An institution for which the EPSB has denied or revoked accreditation shall seek
 - 22 state accreditation through completion of the first accreditation process. The on-site
 - 23 accreditation visit shall be scheduled by the EPSB no earlier than two (2) years
 - 24 following the EPSB action to revoke or deny state accreditation.

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- 1 Section 20. Program Approval Action Outside the First or Regular Continuing
- 2 Accreditation Cycle. (1) Approval of a program shall be through the program process
- 3 established in Section 11 of this administrative regulation except that a new program
- 4 not submitted during the regular accreditation cycle or a program substantially
- 5 revised since submission during the accreditation process shall be submitted for
- 6 approval by the EPSB prior to admission of a student to the program.
- 7 (2) For a new or substantially revised program, the EPSB shall consider a
- 8 recommendation by staff, including review by the Continuous Assessment Review
- 9 Committee, Content Program Review Committee and the Reading Committee.
- 10 (3) A recommendation made pursuant to subsection (2) of this section shall be
- 11 presented to the full EPSB.
- 12 (4) Program approval decision options shall be:
- 13 (a) Approval, with the next review scheduled during the regular accreditation cycle
- 14 unless a substantial revision is made;
- 15 (b) Approval with conditions, with a maximum of one (1) year probationary extension
- 16 for correction of a specified problem to be documented through written materials or
- 17 through an on-site visit. At the end of the extension, the EPSB shall decide that the
- 18 documentation supports:
- 19 1. Approval; or
- 20 2. Denial of approval; or
- 21 (c) Denial of approval, indicating that a serious problem exists which jeopardizes the
- 22 quality of preparation of school personnel.
- 23 (5) The EPSB shall order review of a program if it has cause to believe that the
- 24 quality of preparation is seriously jeopardized. The review shall be conducted under

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1 the criteria and procedures established in the EPSB "Emergency Review of
2 Certification Programs Procedure " policy incorporated by reference. The on-site
3 review shall be conducted by EPSB staff and a Board of Examiners team. The
4 review shall result in a report to which the institution may respond. The review report
5 and institutional response shall be used by the Executive Director of the EPSB

6 [~~Accreditation Audit Committee~~] as the basis for a recommendation to the full EPSB
7 for:

8 (a) Approval;

9 (b) Approval with conditions; or

10 (c) Denial of approval for the program.

11 (6) If the EPSB denies approval of a program, the institution shall notify each student
12 currently admitted to that program of the EPSB action. The notice shall include the
13 following information:

14 (a) A student recommended for certification or advancement in rank within the
15 twelve (12) months immediately following the denial of state approval and who
16 applies to the EPSB within the fifteen (15) months immediately following the denial
17 of state approval shall receive the certification or advancement in rank; and

18 (b) A student who does not meet the criteria established in paragraph (a) of this
19 subsection shall transfer to a state approved program in order to receive the
20 certificate or advancement in rank.

21 Section 21. Public Disclosure. (1) After a unit and program approval decision
22 becomes final, the EPSB shall prepare official notice of the action. The disclosure
23 notice shall include the essential information provided in the official letter to the

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1 institution, including the decision on accreditation, program approval, standards not
2 met, program areas for improvement, and dates of official action.

3 (2) The public disclosure shall be entered into the minutes of the board for the
4 meeting in which the official action was taken by the EPSB.

5 (3) Thirty (30) days after the institution has received official notification of EPSB
6 action, the EPSB shall on request provide a copy of the public disclosure notice to
7 the Kentucky Education Association, the Council on Postsecondary Education, the
8 Association of Independent Kentucky Colleges and Universities or other
9 organizations or individuals.

10 Section 22. Appeals Process. (1) If an institution seeks appeal of a decision, the
11 institution shall appeal within thirty (30) days of receipt of the EPSB official
12 notification. An institution shall appeal on the grounds that:

13 (a) A prescribed standard was disregarded;

14 (b) A state procedure was not followed; or

15 (c) Evidence of compliance in place at the time of the review and favorable to the
16 institution was not considered.

17 (2) An ad hoc appeals board of no fewer than three (3) members shall be appointed
18 by the EPSB chair from members of the Board of Examiners who have not had
19 involvement with the team visit or a conflict of interest regarding the institution. The
20 ad hoc committee shall recommend action on the appeal to the EPSB.

21 (3) The consideration of the appeal shall be in accordance with KRS Chapter 13B.

22 Section 23. Approval of Alternative Route to Certification Programs. (1) Alternative
23 route programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the
24 educator preparation unit accreditation and program approval processes established

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1 in this administrative regulation and in the EPSB policy and procedure entitled
2 "Approval of Alternative Route to Certification Program Offered Under KRS 161.028
3 " as a condition of offering an educator certification program or program leading to a
4 rank change.

5 (2) The EPSB may waive any section, or part thereof, of this administrative
6 regulation that the EPSB determines is unduly restrictive to the development and
7 implementation of the alternative route program.

8 Section 24. In compliance with the Federal Title II Report Card State Guidelines
9 established in 20 U.S.C. 1027 and 1028, the EPSB shall identify an educator
10 preparation unit as:

11 (1) "At-risk of low performing" if an educator preparation program has received a:

12 (a) State accreditation rating of "provisional";

13 (b) State accreditation rating of "accreditation with conditions"; or

14 (c) Quality Performance Index of "Unsatisfactory Performance" [~~"At Risk of Low
15 Performing"~~] established in Section 25 of this administrative regulation; or

16 (2) "Low performing" if an educator preparation program has received a:

17 (a) State accreditation rating of "accreditation with probation"; or

18 (b) Quality Performance Index of "Failing Performance" [~~"Low Performing"~~]

19 established in Section 25 of this administrative regulation.

20 Section 25. The Education Professional Standards Board shall produce a state
21 report card, which shall include:

22 (1) General information on the institution and the educator preparation unit;

23 (2) Contact information for the person responsible for the educator preparation unit;

24 (3) Type or types of accreditation the unit holds;

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- 1 (4) Current state accreditation status of the educator preparation unit;
- 2 (5) Year of last state accreditation visit and year of next scheduled visit;
- 3 (6) Table of the unit's approved certification program or programs;
- 4 (7) Tables relating the unit's total enrollment disaggregated by ethnicity and gender
- 5 for last three (3) years;
- 6 (8) Tables relating the unit's faculty disaggregated by FTE, ethnicity, and gender for
- 7 last three (3) years;
- 8 (9) Table of the number of program completers (teachers and administrators) for the
- 9 last three (3) years;
- 10 (10) Table relating pass rates on the required assessments;
- 11 (11) Table relating pass rates for Kentucky Teacher Internship Program;
- 12 (12) Table relating pass rates for Kentucky Principal Internship Program (if
- 13 applicable);
- 14 (13) Table indicating student teacher satisfaction with preparation program;
- 15 (14) Table relating teacher intern satisfaction with preparation program;
- 16 (15) Table relating new teacher (<3 years) and supervisor satisfaction with
- 17 preparation program;
- 18 (16) Table aggregating quality performance indicators established in this section and
- 19 the standards established in Section 2 of this administrative regulation;
- 20 (17) Hyperlinks to various supporting documents; and
- 21 (18) A Quality Performance Index (QPI) for each educator preparation unit. The
- 22 Quality Performance Index shall comply with the provisions established in this
- 23 subsection.

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- 1 (a) The Quality Performance Index shall provide an indicator of the overall
- 2 performance of the educator preparation unit.
- 3 (b) The Quality Performance Index shall be a calculation of three (3) separate
- 4 performance measures:
 - 5 1. Annual summary PRAXIS II pass rate;
 - 6 2. Overall mean score on the Kentucky Educator Preparation Program new teacher
 - 7 survey; and
 - 8 3. Three (3) year average pass rate on the Kentucky Teacher Internship Program.
- 9 (c) 1. Performance points shall be assigned to the outcome of each of the three (3)
- 10 performance measures and each multiplied by specific performance weights.
- 11 2. The sum of the product shall be divided by the sum of the performance weights.
- 12 3. The resulting quotient produces the Quality Performance Index.
- 13 (d) The Quality Performance Index shall be divided into four (4) performance
- 14 categories:
 - 15 1. A score of 4.00 to 3.50 shall indicate "Excellent Performance [~~Performing~~] ";
 - 16 2. A score of 3.49 to 3.00 shall indicate "Satisfactory Performance [~~Performing~~] ";
 - 17 3. A score of 2.99 to 2.75 shall indicate "Unsatisfactory Performance [~~At Risk of Low~~
 - 18 ~~Performance~~] " and shall identify the educator preparation unit as "at-risk of low
 - 19 performing" in accordance with 20 U.S.C. 1027 and 1028 and Section 24 of this
 - 20 administrative regulation; and
 - 21 4. A score of less than 2.75 shall indicate "Failing Performance [~~Low Performing~~] "
 - 22 and shall identify the educator preparation unit as "low performing" in accordance
 - 23 with 20 U.S.C. 1027 and 1028 and Section 24 of this administrative regulation.

Agenda Book

- 1 (e) The performance points and performance weights are established in the "Quality
- 2 Performance Index Calculation" document incorporated by reference.
- 3 Section 26. Approval of On-line Programs. Initial and continuing on-line educator
- 4 preparation programs shall be regionally or nationally accredited and accredited or
- 5 approved, as applicable, by the program's state of origin.
- 6 Section 27. Incorporation by Reference. (1) The following material is incorporated by
- 7 reference:
- 8 (a) "Professional Standards for the Accreditation of Schools, Colleges, and
- 9 Departments of Education", 2002 Edition, National Council for Accreditation of
- 10 Teacher Education;
- 11 (b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of
- 12 Teacher Education;
- 13 (c) "Education Professional Standards Board Accreditation of Preparation Programs
- 14 Procedure", August 2002;
- 15 (d) "Education Professional Standards Board Approval of Alternative Route to
- 16 Certification Program Offered under KRS 161.028 ", August 2002;
- 17 (e) "Education Professional Standards Board Emergency Review of Certification
- 18 Programs Procedure ", September 2003; and
- 19 (f) "Quality Performance Index Calculation", 2005 edition, Education Professional
- 20 Standards Board;
- 21 (g) "Kentucky's Safety Educator Standards for Preparation and Certification", May
- 22 2004;

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- 1 (h) "National Association of School Psychologists, Standards for School Psychology
- 2 Training Programs, Field Placement Programs, Credentialing Standards, July 2000;
- 3 and
- 4 (i) "Kentucky's Standards for Guidance Counseling Programs" derived from the
- 5 Council for Accreditation of Counseling and Related Education Programs (CACREP)
- 6 Standards, Education Professional Standards Board, November 2004.
- 7 (2) This material may be inspected, copied, or obtained, subject to applicable
- 8 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
- 9 Floor, Frankfort, Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item D

Information Item:

Draft EPSB *Procedure Manual* Amendments

Applicable Statute:

KRS 161.028

Applicable Goals:

Goal I–Goal VII

Issue:

Should the Education Professional Standards Board (EPSB) approve the *Procedure Manual* as amended?

Background:

In 1998 the EPSB began creating and compiling policies to fill in the “in-house” procedural blanks of the applicable statutes and administrative regulations and to ensure consistent Board action. Amendments to the *EPSB Procedure Manual* have occurred periodically over the years. Changes in the statute governing Alternative Routes to Certification providing an additional option, Option 7, have occurred. These changes have warranted a change in an additional procedure within the *Procedure Manual* for consistency. In addition, the EPSB Chair has requested the option of having a Chair Pro-Tem preside over meetings in the event of the Chair’s absence and the Vice-Chair’s inability to preside over EPSB meetings. This option has been added to the policy governing the Election of Officers Procedure.

The suggested amendments to the manual are provided for EPSB review and consideration and appear underlined in italics.

If the Board concurs with the amendments to the *Procedure Manual*, an action item for final approval will be presented at the March 2006 Board meeting.

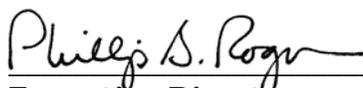
Rationale:

The purpose of a policy and procedure manual is to ensure consistent action by the Board. The policies included in the manual achieve that specific aim without impinging on the EPSB's professional judgment.

Agenda Book

Contact Person:

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General Counsel
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Executive Director

Date:

January 2006

Education Professional Standards Board

**ALTERNATIVE ROUTES TO CERTIFICATION
REFERENCE**

Approved August 26, 2002

Amended August 8, 2003

Amended January 23, 2006

The Kentucky General Assembly has enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences. The Education Professional Standards Board (“the Board”) provides technical assistance to qualifying individuals who have potential as educators, to local boards of education, to educational cooperatives, and to institutions of higher education in implementing the following options:

Option I: Exceptional Work Experience (Grades 9–12)

Candidate Requirements:

- *Ten years of documented exceptional work experience in the area for which certification is sought;*
 - *Bachelor’s degree with a 2.5 GPA;*
 - *An offer of employment at the secondary level in a local school district; and*
 - *An academic major or a passing score on required written assessments in the specialty area.*
- If the application is approved by the Board, the candidate receives a one-year *Provisional* certificate.
 - The candidate participates in the Kentucky Teacher Internship Program (KTIP) during the first year of teaching.
 - Upon successful completion of KTIP, the candidate receives a *Professional* certificate.

Option II: Local District Training (Grades Birth–12)

Candidate Requirements:

- *Bachelor’s degree with a 2.5 GPA (exceptional experience may be substituted for GPA);*
 - *Passing score on required written assessments in the specialty area;*
 - *Completion of 30-hour course of study in the specialty area or five years of exceptional field experience; and*
 - *An offer of employment from a school district with an approved training program.*
- Upon meeting the above requirements, the candidate is issued a one-year *Provisional* certificate.
 - The candidate participates in KTIP during the first year of teaching.
 - Upon successful completion of KTIP, the candidate receives a *Professional* certificate.

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Option III: College Faculty (Grades 9–12)

Candidate Requirements:

- *At least a master's degree in the academic subject for which certification is sought; and*
 - *Five years' full-time teaching experience or the equivalent at an accredited institution of higher education in the academic subject for which certification is sought.*
- Upon meeting the above requirements, the candidate receives a Statement of Eligibility.
 - Upon obtaining employment, the candidate is issued a one-year *Provisional* certificate.
 - The candidate participates in KTIP during the first year of teaching.
 - Upon successful completion of KTIP, the candidate receives a *Professional* certificate.

Option IV: Adjunct Instructor (Grades Birth 12)

Candidate Requirements:

- *Offer of employment;*
- *Expertise in a specific area; and*
- *For elementary certification: bachelor's degree with a 2.5 GPA*
- *For middle or secondary certification: 2.5 GPA overall and 2.5 GPA in the major/minor or area of concentration in the subject to be taught*
- *For vocational education certification: HS diploma and four years occupational experience*

A candidate meeting these requirements is employed in a part-time position on an annual contract basis and receives an *Adjunct* certificate.

Option V: Veterans of the Armed Services (Grades Birth–12)

Candidate Requirements:

- *Honorable discharge after at least six years of active duty immediately before discharge;*
 - *Bachelor's degree in the subject matter or closely related area for which certification is sought;*
 - *GPA of 2.5 for the bachelor's degree or an advanced degree; and*
 - *Passing scores on required subject matter assessments.*
- Upon meeting these requirements, the candidate receives a Statement of Eligibility.
 - Upon obtaining employment, the candidate is issued a one-year *Provisional* certificate.
 - The candidate participates in KTIP during first year of teaching.
 - Upon successful completion of KTIP, the candidate receives a *Professional* certificate.

Option VI: University-Based Alternative (Grades Birth–12)

Candidate Requirements:

- *Bachelor's or master's degree; and*
 - *Meets university admission standards.*
- This route allows completion of the preparation program with concurrent employment in a school district.

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- The candidate meeting these requirements receives a one-year *Temporary Provisional* certificate that is renewable for one additional year.
- The candidate participates in KTIP or KPIP during either the first or second year of teaching.
- The candidate must complete all requirements within two years and pass all required assessments.
- Upon successful completion of all requirements, including two years of employment, the candidate receives a *Professional* certificate.

Option VII: Certification of a Person in a Field Other Than Education

Candidate Requirements:

- A bachelor's degree with a declared academic major in the area of certification and a cumulative grade-point-average of 3.0, or a professional or graduate degree in a field related to the area of certification.
- A minimum score of 500 on the verbal section and a minimum score of 4 on the analytical writing section of the Graduate Record Exam (GRE); in addition, candidates for math/science certification shall have a minimum score of 450 on the quantitative section of the GRE. (Candidates who have professional degrees are exempt from this requirement.)
- Passes written tests designated by the EPSB for content knowledge in the area of certification (e.g., Praxis).
- This option mandates that the candidate receiving the temporary provisional teaching certificate complete prior to receiving the certificate or during the first year of the certificate:
 - 1) For elementary teaching, the equivalent of a 240-hour institute, based on 6-hour days for 8 weeks. "The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management."
 - 2) For middle and secondary teaching, the equivalent of a 180-hour institute, based on 6-hour days for 6 weeks. The content "shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management."
- This option also requires that the candidate participate in the Kentucky Teacher Internship Program (KTIP), after successful completion of which the candidate receives a Professional certificate
- In addition, all institute providers and content must be approved by the EPSB.

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Education Professional Standards Board

ELECTION OF OFFICERS PROCEDURE

Approved July 1996

Amended June 2, 1999; May 14, 2001; August 26, 2002 January 23, 2006

Pursuant to KRS 161.028, the Education Professional Standards Board (“the Board”) is required to elect a Chair from the membership. A member shall be eligible to serve no more than three, one-year terms in succession as Chair. The following procedure shall be followed regarding election of the Chair and Vice-Chair.

1. The election of the Chair and Vice-Chair shall be conducted at a regular meeting of the Board in August or later, at the discretion of the Board.
2. Nominations for Chair shall be accepted from a nominating committee appointed by the Chair or from the floor.
3. Voting shall be conducted in Open Session.
4. In case of a tie, voting among the top two candidates shall follow the first ballot when three or more candidates are nominated. When only two candidates are nominated and a tie vote is recorded, balloting shall continue until the tie is broken.
5. The nomination and election of the Vice-Chair shall be conducted in the same manner as that of the Chair.
6. Officers shall assume their duties at the September meeting following the election or at the next meeting (regular or called) of the Board if the election is conducted in September or later.
7. If an elected officer is not eligible to continue to serve, or resigns from office, an election for that office shall be conducted at the next regular meeting of the Board following notification of ineligibility or resignation. If the office vacated is that of Chair, the Vice-Chair shall assume duties and responsibilities of the Chair until an election for Chair is conducted.
8. If the term of appointment of elected Board officers expires before the annual election, the Board shall designate a member of the Board to act as Chair until the election is conducted.
9. In the event of the absence of the Chair, and the inability of the Vice-Chair to preside or the absence of the Vice-Chair, some other member of the Board shall call the meeting to order; and the Board shall immediately elect a Chair Pro-Tem to preside during that session. The office of Chair Pro-Tem shall terminate upon the return or availability of the Chair or Vice-Chair.
10. If the Board elects a Chair Pro-Tem to hold office beyond the current session (in the event that the Chair and Vice-Chair are unable to perform their duties for that length of time), notice must be given at the preceding meeting or in the call of the meeting at which such election is held.

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Roles and Responsibilities of Officers and Board Members

Chair

- Encourage full participation in decision making.
- Set agenda in consultation with Executive Director.
- Conduct/chair meeting.
- Reflect decisions and policies of the Board.
- Assume leadership role in legislative effort.
- Serve as contact for other pertinent organizations, e.g., KEA, KASA, KSBA, within KDE, etc.
- Make reports at Board meetings as needed.
- Determine committee composition with consent of Board.
- Review and make suggestions on continuing needs for committees.

Vice Chair

- Assume responsibilities and assist Chair as necessary.

All Board Members

- Attend meetings regularly.
- Prepare for meetings.
- Speak with one voice on decisions and policies approved by the Board.
- Serve on committees.
- Communicate the work of the Board to constituency groups(s).
- Assist in communication process to reach Board goals.
- Model the Professional Code of Ethics for Kentucky School Certified Personnel.
- Adhere to the Professional Conduct Procedure.
- Adhere to the EPSB Code of Ethics.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

2006 June Meeting: Change of Meeting Place and Time; 2006 Annual Retreat: Change of Meeting Place, Date, and Time

Applicable Statute:

KRS 161.028

Applicable Goal(s):

Goal I–Goal VII

Issue(s):

Should the Educational Professional Standards Board (EPSB) approve changing the meeting place and time of the 2006 June meeting and changing the meeting place, date, and time of the 2006 Annual Retreat?

Background:

The Board's annual retreat has usually been held in June or July. In fact, the 2006 Annual Retreat was scheduled for July 16–18, 2006, at the Hampton Inn/Center for Rural Development in Somerset, Kentucky. Some Board members and EPSB staff expressed reservations about the location of the 2006 Annual Retreat. The Hampton Inn did not have a meeting room large enough to accommodate the retreat sessions, and members would have to leave the Hampton Inn and walk to the Center for Rural Development for the sessions. EPSB staff realized another location may have to be selected. Moreover, the timing of the July retreat last year created schedule conflicts for a number of Board members who were unable to attend the retreat.

Chair Tom Stull recommended that EPSB staff survey the Board about an alternate meeting place for both the 2006 Retreat and the 2006 June meeting, convening them back-to-back, with a Friday–Sunday time frame for the retreat and then a Monday for the meeting. Ruling out locations of previous retreats and considering the amenities a small- to medium-size metropolitan area could offer, the EPSB leadership staff decided Bowling Green would be a good choice.

The Executive Assistant contacted the Holiday Inn University Plaza/Sloan Convention Center in Bowling Green. After considering alternate time frames in June, the hotel's sales/special events manager proposed the June 9–12 time frame. This would be the best dates that the Holiday Inn University Plaza could accommodate both the retreat and regular meeting. The Executive Assistant then surveyed the Board members, asking their opinion about changing the location and date or time of the 2006 June meeting and

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2006 Annual Retreat. Twelve of 17 Board members responded to the survey, and all 12 responses were favorable; that is, the dates and location worked for them.

Groups/Persons Consulted:

1. EPSB leadership staff
2. Holiday Inn University Plaza (Bowling Green) sales staff
3. EPSB Board members

Alternative Actions:

1. Approve changing the location and dates of the 2006 Annual Retreat to Holiday Inn University Plaza, Bowling Green, Kentucky, June 9–11, 2006, and changing the location and time of the June meeting to Holiday Inn University Plaza, Bowling Green, Kentucky, convening June 12, 2006 at 9 AM CDT.
2. Approve changing the location and dates of the 2006 Annual Retreat **only** to Holiday Inn University Plaza, Bowling Green, Kentucky, June 9–11, 2006, leaving the June meeting as previously scheduled (June 12, 2006, EPSB Offices, Frankfort, Kentucky).
3. Do not accept EPSB staff recommendations and maintain the current dates and locations for the 2006 Annual Retreat (July 16–18, 2006, Somerset, Kentucky) and the 2006 June meeting (June 12, 2006, EPSB Offices, Frankfort, Kentucky).

Staff Recommendation:

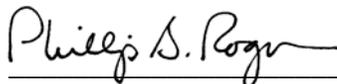
Alternative 1

Rationale:

If the Board considers June a better month for the Annual Retreat, then holding the retreat and the June meeting at the same location and convening them back-to-back would be more time-efficient and cost-effective.

Contact Person(s):

Ms. Rhonda L. Eversole
Executive Assistant
(502) 564-4606
E-mail: rhonda.eversole@ky.gov



Executive Director

Date:

January 2006

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Exceptional Children Teacher Assignment Waiver(s)

Applicable Statute and/or Regulation:

16 KAR 4:020, Section 4

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) 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 (**pages 95–97**). Staff and DECS recommend that the following assignment waivers be approved:

See the list of Exceptional Children Teacher Assignment Waivers (**page 98**).

Alternative Actions:

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

Staff Recommendations:

Alternative 1

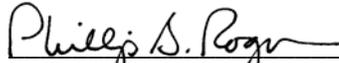
Rationale:

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

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Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov



Executive Director

Date:

January 2006

Agenda Book

16 KAR 4:020

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:

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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:
-

Agenda Book

(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, 7-2-2002; 30 Ky.R. 2319; 31 Ky.R. 22 eff. 8-6-04.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE
CONTINUATION**

Exceptional Children Teacher Assignment Waivers

District	Name	Current Certification	Assignment
Bowling Green Ind	Marissa Duarte	LBD	HI
Edmonson County	Shawna Kinslow	LBD	FMD
Gallatin County	Gail Vittitow	MSD	LBD
Hart County	Marilyn Dyer	LBD	FMD
Hart County	Martha Smith	LBD	FMD
Hart County	Patricia Shirley	LBD	FMD
Hart County	Teresa Rucker	LBD	FMD
Jessamine County	Julia Centella	LBD	MSD
Jessamine County	Cicely Amburgey	HI	LBD
Jessamine County	Melissa McArdle	MSD	LBD
Mercer County	Eva Reynolds	LBD	HI
Mercer County	Tammy Murphy	LBD	HI
Mercer County	Stephanie Rogers	LBD	FMD
Oldham County	Nix B. Slider	MSD	LBD

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request for Waiver of Assessment Requirements for the Addition of a Certificate Area

Applicable Statutes and Regulation:

KRS 161.028(1)(a) and (r)
KRS 161.030
16 KAR 6:010, Section 2

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) waive the requirement of passing the appropriate specialty test for a teacher who wishes to add a new area of certification?

Background:

Ms. Nancye Goldy Hall holds a Kentucky Provisional High School Certificate, Grades 7–12, English, History, and Latin, which was originally issued in 1965. She also holds a substitute teaching certificate, valid until June 2010. Ms. Hall has renewed her Grades 7–12 certificate since its original issuance via the completion of additional coursework. Since 1966, Ms. Hall has taught in Ohio, where she obtained elementary certification (K–8 in Ohio) via a former program in that state known as “elementary retraining.” She obtained this certification in 1986 and has taught in Ohio as an elementary teacher since 1987.

Upon review of this recertification process, EPSB staff determined that Ms. Hall could obtain K–5 certification in Kentucky; however, this would be regarded as the addition of a new area to her current Kentucky certificate. In light of that, EPSB staff informed Ms. Hall that Kentucky would require that she passes the Elementary Education: Content Knowledge assessment (0014) before K–5 certification could be added.

Ms. Hall is asking the Board to waive this requirement in light of her experience in elementary teaching in Ohio, as she desires to return to Kentucky to continue teaching at the elementary level.

A copy of the pertinent part of the regulation follows. Copies of Ms. Hall’s letter and certificates are included in the “Under Separate Cover” section (**pages A1–A4**).

Agenda Book

Alternative Actions:

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

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov



Executive Director

Date:

January 2006

Agenda Book

16 KAR 6:010

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

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

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

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

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

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

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

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

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

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

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

(c) Middle School English Language Arts (0049) - 160; or

(d) Middle School Social Studies (0089) - 152.

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

(a) Communication disorders:

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

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver C

Action Item:

Request for Waiver of Requirements for Certificate Renewal and Rank II

Applicable Statute or Regulation:

16 KAR 4:060, Section 1
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 Ministry to satisfy the requirements as an acceptable graduate program for certificate renewal and Rank II?

Background:

Ms. Ranelle Rigney was issued a Professional Certificate for Teaching in Music, 7-12, with an endorsement for Elementary Music, which expired on June 30, 1986. Ms. Rigney is requesting a review by EPSB to determine whether her Master's Degree in Ministry will enhance her area of certification. This determination would be necessary to both renew her lapsed certificate and grant a rank change.

In accordance with 16 KAR 8:020, Section 1 (**page 106**), an acceptable graduate degree must enhance current certification, add another area of specialization to current qualifications, or advance qualifications to administration. While her master's degree contains a number of music-related courses, the ultimate degree granted via Cincinnati Christian University was shown as Ministry.

Ms. Rigney's request, transcripts, and certification information are included in the "Under Separate Cover" section (**pages B-1-B-10**); the pertinent parts of the regulations are shown on **pages 105-106**.

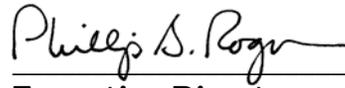
Alternative Actions:

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

Agenda Book

Contact Person(s):

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov



Executive Director

Date:

January 2006

Agenda Book

16 KAR 4:060

16 KAR 4:060. Certificate renewals and successful teaching experience.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

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 qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that the validity and terms for the renewal of a certificate shall be determined by the laws and administrative regulations in effect at the time the certificate was issued. This administrative regulation establishes certificate renewal provisions and the requirements for successful teaching experience for certificate issuance and renewal.

Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the completion of additional academic course work in lieu of teaching experience, the credits shall be selected from the Planned Fifth-Year Program.

(2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration period of five (5) years, with provision for subsequent five (5) year renewals.

(3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the completion of:

1. Three (3) years of successful teaching experience as established in Section 2 of this administrative regulation; or
2. At least six (6) semester hours of credit or the equivalent in professional development defined in 16 KAR 8:020.

(b) The requirements of this subsection shall apply to teachers who have completed the Fifth Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

(4) The renewal requirements shall be completed by September 1 of the year of expiration of the certificate.

(5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1) year period immediately following the expiration date upon completion of at least one-third (1/3) of the renewal requirements and upon recommendation by the employing school superintendent. The remainder of the renewal requirements shall be completed within the one (1) year period of reinstatement.

(b) Application for the extension shall be made on Form TC-2.

(6)(a) Experience in the armed forces of the United States of America shall be accepted toward the renewal of a teaching certificate in lieu of required teaching experience as established in Section 2 of this administrative regulation, if the applicant held a valid certificate prior to entering military service.

(b) The validity period of a certificate held by a person at the time of entry into the armed forces of the United States of America shall be extended for the same period of time for which it was valid at the time of entry, beginning from the date of discharge.

(7) For a certificate requiring teaching experience for renewal, experience as a substitute teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this administrative regulation if the holder of the certificate:

(a) Was employed officially by the local board of education;

(b) Was paid through the board of education; and

(c) Substituted in his certification area no less than thirty (30) teaching days per semester.

(8) Work experience at the Education Professional Standards Board, Kentucky Department of Education, or other state or federal educational agency with oversight for elementary and secondary education shall be accepted toward the renewal of a teaching certificate in lieu of teaching experience as established in Section 2 of this administrative regulation.

Agenda Book

16 KAR 8:020

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.

EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE

Action Item, Waiver D

Action Item:

Request for Waiver of Six New Hours for Reissuance of Emergency Special Education Teaching Certificate

Applicable Statute or Regulation:

16 KAR 2:120, Section 2

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 waive the requirement for six graduate hours leading to full certification for a reissuance of an emergency teaching certificate for special education?

Background:

Ms. Tina Tipton, interim superintendent of Eminence Independent Schools, is requesting on behalf of Mr. Kim Goodloe a waiver of 16 KAR 2:120, Section 2, renewal requirements for six graduate hours for a reissuance of an emergency teaching certificate for special education for the 2005–2006 school year. Mr. Goodloe holds a Statement of Eligibility for Teaching in Elementary School, P–5, and he held an emergency certificate for the 2004–05 school year, which expired on June 30, 2005. He has not yet secured a teaching position in which he can complete an internship in his area of preparation.

Upon her appointment as interim superintendent, Ms. Tipton became aware of this situation and would like to keep Mr. Goodloe as a special education teacher in the district for this school year.

A copy of the pertinent part of the regulation appears on **page 109**. Ms. Tipton's letter of explanation and Mr. Goodloe's documentation are included in the Under Separate Cover section as **pages C-1–C-4**.

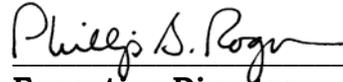
Alternative Actions:

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

Agenda Book

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov



Executive Director

Date:

January 2006

Agenda Book

16 KAR 2:120

16 KAR 2:120. Emergency certification and out-of-field teaching.

RELATES TO: KRS 157.390, 161.020, 161.028, 161.030, 161.100, 161.1211, 161.1221, 334A.030, 334A.033, 334A.035, 334A.050, 334A.060

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(1), 161.100, 161.1221(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.100 authorizes the Education Professional Standards Board to establish qualifications for granting emergency certificates if qualified teachers are not available for specific positions. KRS 161.1221(1) requires the Education Professional Standards Board to establish a definition for out-of-field teaching. This administrative regulation establishes the qualifications and procedures for emergency certifications and establishes the definition for out-of-field teaching.

Section 1. Definition. "Qualified teacher" means a teacher who holds the appropriate certification for the position unless the superintendent of the employing school district has documented evidence that the teacher is unsuitable for appointment.

Section 2. (1) In order to comply with KRS 161.100 in establishing the need for employing emergency teaching personnel, the superintendent of the local school district and the board of education shall make the following declaration to the Education Professional Standards Board on Form TC-4F:

- (a) No qualified teachers have applied for the vacant position and to our knowledge qualified teachers are not available for the position;
 - (b) Diligent efforts have been made to recruit a qualified teacher for the vacant position, and furthermore, this vacancy has been made known locally by appropriate means;
 - (c) The local school district has been unsuccessful in recruiting qualified teachers for the vacant position from the listings of teachers supplied by the placement services of the teacher education institutions;
 - (d) The position will be filled by the most suitable applicant available, giving preference to the factors of academic preparation, prior teaching experience or related educational work, and personal attributes compatible with the demands of the teaching profession; and
 - (e) The local school district has conducted a criminal records check as required by KRS 160.380 for each applicant prior to applying for the emergency certificate.
- (2)(a) The Education Professional Standards Board, depending upon the assessment of need for the position and the availability or anticipated availability of qualified teachers, shall approve or disapprove a request for the employment of emergency teachers.

1. The term of validity of an emergency certificate may be limited to a period less than the full school year.

2. The beginning date shall be no earlier than the date the request form is received by the Education Professional Standards Board.

3. In accordance with the licensure requirements of KRS 334A.030, 334A.033, 334A.035, 334A.050, and 334A.060, the Education Professional Standards Board shall not issue an emergency certificate for teaching exceptional children with communication disorders.

(b) The issuance of an emergency certificate for a full-time assignment for each subsequent year shall require completion of six (6) hours of credit from the preparation program leading to the required certification for the position.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver E

Action Item:

Request for Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statutes and Regulation:

KRS 161.042
KRS 161.028(1)(r)
16 KAR 5:040, Section 2(d)

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) grant a waiver of the cooperating teacher eligibility requirements?

Background:

Dr. James Cibulka, Dean, College of Education, University of Kentucky, requests on behalf of Mr. Jason Howell, a waiver of 16 KAR 5:040, Section 2(d), which requires a cooperating teacher to have taught in the present school system for at least one year immediately prior to being assigned a student teacher. The request is for Spring 2006.

This request is made to arrange placement for a student teacher completing the Secondary Social Studies program at the University of Kentucky. Mr. Howell has nine years of teaching experience in the Pike County Schools and will complete ten years of teaching by the end of this school year. Because he transferred this year to Fayette County to teach at Tates Creek High School, he does not meet the one-year employment requirement. Mr. Howell does meet the other requirements for cooperating teacher, and he has a master's degree with Rank II certification. He is identified as extremely qualified in this teaching area.

A copy of Dr. Cibulka's letter as supporting documentation is included in the "Under Separate Cover" section (**page D-1**); the pertinent part of the regulation is shown on **page 113**.

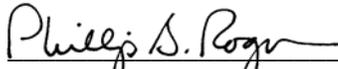
Agenda Book

Alternative Actions:

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

Contact Person:

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



Executive Director

Date:

January 2006

Agenda Book

16 KAR 5:040

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 a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. 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 a teacher education institution to supervise a student teacher for the purposes of fulfilling the student teaching requirement of the approved teacher preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) or (3) of this section, the cooperating teacher shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least four (4) years of teaching experience; 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, this requirement shall be waived if the teacher:

- (a) Has at least twenty (20) years of teaching experience; and
- (b) Has worked as a cooperating teacher during the past 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 under KAR Title 16 shall not be eligible for serving as a cooperating teacher.

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 teacher education 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 Coordinator. (1) The college coordinator shall make a periodic observation 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 report shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver F

Action Item:

Request for Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statute or Regulation:

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

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) grant a waiver of the cooperating teacher eligibility requirements?

Background:

Dr. Cathy Gunn, Dean, College of Education, Morehead State University, on behalf of Ms. Sandra Wilson, requests a waiver of 16 KAR 5:040, Section 2(b), which requires that cooperating teachers have a Rank II certification. The request is for Spring 2006.

This request is made to arrange dual placement of a student teacher completing the Elementary Education and Moderate and Severe Disabilities (MSD–Grades P–12) certifications. Candidates should have placements in the grade levels corresponding to their certification areas.

The student teacher has been placed under a fully qualified cooperating teacher at the primary level for the elementary placement. However, a shortage of qualified MSD teachers makes the secondary placement of the student teacher difficult. Currently an MSD teacher at Menifee County Middle School, Ms. Sandra Wilson is identified by administrators as an excellent teacher in this teaching area. In addition, Ms. Wilson has completed 12 credit hours toward her Rank II. She meets all requirements except the Rank II certification.

Copies of Dr. Gunn's letter and supporting documentation are included in the "Under Separate Cover" section (**pages E-1-E-2**); the pertinent part of the regulation appears on **page 117**.

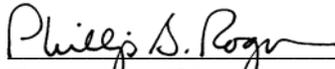
Agenda Book

Alternative Actions:

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

Contact Person:

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



Executive Director

Date:

January 2006

Agenda Book

16 KAR 5:040

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 a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. 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 a teacher education institution to supervise a student teacher for the purposes of fulfilling the student teaching requirement of the approved teacher preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) or (3) of this section, the cooperating teacher shall have:

(a) A valid Kentucky teaching certificate for each grade and subject taught;

(b) Attained Rank II certification;

(c) At least four (4) years of teaching experience; 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, this requirement shall be waived if the teacher:

(a) Has at least twenty (20) years of teaching experience; and

(b) Has worked as a cooperating teacher during the past 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 under KAR Title 16 shall not be eligible for serving as a cooperating teacher.

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 teacher education 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 Coordinator. (1) The college coordinator shall make a periodic observation of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver G

Action Item:

Request by Ms. Janelle Rahn to Waive the Praxis II Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014)

Applicable Statutes and Regulation:

KRS 161.028(1)(a) and (r)
KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should EPSB waive the Kentucky assessment requirement for Elementary Education (P-5) certification in lieu of the California Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and Reading Instruction Competence Assessment (RICA)?

Background:

Janelle Rahn is seeking Elementary Education (P-5) certification. She has completed and passed the following California teacher certification tests:

Test	Test Date	Results
CBEST	04-06-02	Passed (146)
CSET (101, 102, & 103)	03-20-04	Passed
RICA	06-14-03	Passed (81)

Kentucky requires the following Praxis II tests for Elementary Education (P-5) certification:

- Principles of Learning and Teaching Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

Agenda Book

The results of staff's review of the test specifications are provided below:

- The CBEST, CSETs 101, 102, and 103, and RICA include the same content categories as 0014, as well as additional content not covered in 0014.
- The CBEST, CSETs 101, 102, and 103, and RICA contain very little pedagogy.

Documentation for Ms. Rahn is included in the "Under Separate Cover" section (**pages F-1-F-12**); a copy of the pertinent part of the regulation appears on **page 121**.

Alternative Action:

1. Waive Elementary Education: Content Knowledge (0014) **only** and accept CBEST, CSETs 101, 102, and 103, and RICA in lieu thereof.
2. Modify the recommendation to waive the assessment requirements for Elementary Education (P-5).
3. Do not waive Elementary Education: Content Knowledge (0014) and do not accept the CBEST, CSETs 101, 102, and 103, and RICA in lieu thereof.

Staff Recommendation:

Alternative Action 1

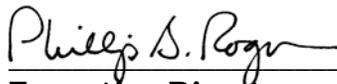
Rationale:

Based on California test specifications, the CBEST, CSETs 101, 102, and 103, and the RICA include as much as or more elementary content than the Praxis II Elementary Education: Content Knowledge (0014).

There is not sufficient evidence that the CBEST, CSETs, and RICA, or a combination of these, is adequate for assessing pedagogical knowledge.

Contact Person:

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



Executive Director

Date:

January 2006

Agenda Book

16 KAR 6:010

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

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

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

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

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

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

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

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

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

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

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

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

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

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

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

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

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

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Certification A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve the alternative route to certification application(s)?

Background:

Mr. Curtis Meurer is requesting certification on the basis of exceptional work experience in the area of Biology, Grades 8-12.

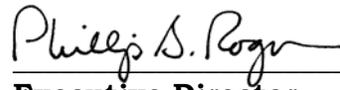
The applications are included under separate cover; the regulation appears on **page 124**.

Alternative Actions:

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

Contact Person:

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Executive Director

Date:

January 2006

Agenda Book

16 KAR 9:010

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)