

Meeting Agenda¹

EPSB Conference Room A; 100 Airport Rd., 3rd Floor, Frankfort, Kentucky
March 20, 2006

Sunday, March 19, 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, March 20, 2006

- 9:00 AM Call to Order
Approval of January 23, 2006 Minutes (**Pages 1-22**)
Open Speak

Report of the Executive Director

- A. Updates from Council on Postsecondary Education and Kentucky Department of Education (Dr. Jim Applegate; Mr. Steve Schenck)
- B. Federal Highly Qualified Teacher Visit (Mr. Robert Brown)
- C. Legislative Update (Ms. Brenda Allen)
- D. Introduction of new Staff Member (Dr. Phillip Rogers)

Report of the Chair

- A. [Appointments to the Accreditation Audit Committee \(AAC\)](#) (**Page 23-24**)

Information/Discussion Items

- A. [Review of Master's Degree for Rank Change and Efficacy for Improving Student Learning Committee Update \(Dr. Marilyn Troupe\)](#) (**Pages 25-28**)
- B. [Kentucky Teacher Internship Program Discussion on the Use of the Teacher Work Sample \(Mr. Brown\)](#) (**Pages 29-30**)
- C. [2006 Retreat Agenda, Draft \(Dr. Rogers; Ms. Ashley Abshire\)](#) (**Pages 31-32**)
- D. [16 KAR 5:040: Admission, Placement, and Supervision in Student Teaching, Amendment, Notice of Intent \(Dr. Troupe; Ms. Allen\)](#) (**Pages 33-40**)
- E. [16 KAR 2:010: Kentucky Teaching Certificates, Amendment, Notice of Intent \(Mr. Michael Carr; Ms. Allen\)](#) (**Pages 41-52**)

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

Agenda Book

- F. [16 KAR 2:140 Probationary Certificate for Teachers of Children, Birth to Primary, Amendment, Notice of Intent; 16 KAR 2:150: Probationary Certificate for Teachers of Technology Education, Amendment, Notice of Intent; 16 KAR 2:160: Probationary Certificate for Teachers of Exceptional Children, Amendment, Notice of Intent; 16 KAR 2:170: Probationary Certificate for Middle School Teachers, Amendment, Notice of Intent \(Mr. Carr; Ms. Allen\)](#) **(Pages 53–70)**
- G. [16 KAR 2:020: Occupation-Based Career and Technical Education Certification, Amendment, Notice of Intent \(Mr. Carr; Ms. Allen\)](#) **(Pages 71–78)**
- H. [16 KAR 3:080: Vocational Education Administrators, Amendment, Notice of Intent \(Mr. Carr; Ms. Allen\)](#) **(Pages 79–86)**
- I. [16 KAR 6:020, Written Examination Prerequisites for Occupation-Based Career and Technical Education Teachers, Amendment, Notice of Intent \(Mr. Carr; Ms. Allen\)](#) **(Pages 87–96)**
- J. [16 KAR 9:040: Part-Time Adjunct Instructor Certificate, Amendment, Notice of Intent \(Mr. Carr; Ms. Allen\)](#) **(Pages 97–102)**

Action Items

- A. [Accreditation Program Reviews \(Dr. Troupe\)](#) **(Pages 103–116)**
 - Kentucky State University
 - Bellarmine University
- B. [EPSB Procedure Manual Amendments \(including amendment to Alternate Routes to Certification, Reference—adding Option 7—and Election of Officers Procedure, Final Action \(Ms. Allen\)](#) **(Pages 117-124)**
- C. [16 KAR 7:020: Kentucky Principal Internship Program \(KPIP\), Amendment, Final Action \(Mr. Robert Brown; Ms. Allen\)](#) **(Pages 125–140)**
- D. [16 KAR 2:060: School Nurse Certification, Amendment, Final Action \(Dr. Troupe; Ms. Allen\)](#) **(Pages 141–150)**
- E. [16 KAR 5:010: Standards for Accreditation of Educator Preparation Units and Approval of Programs, Amendment, Final Action \(Dr. Troupe; Ms. Allen\)](#) **(Pages 151–186)**

Waivers

- A. [Exceptional Children Teacher Assignment Waivers \(Mr. Carr\)](#) **(Pages 187–192)**
- B. [Ms. Tracy Dunn—Waiver of 16 KAR 3:040, Section 2\(b\), Request for Waiver of Teaching Experience for Director of Special Education Certificate \(Mr. Carr\)](#) **(Pages 193–196)**

Agenda Book

- C. [Ms. Jenny O'Neill—Waiver of 16 KAR 8:020, Section 1, Request for Waiver of Requirements for Rank II \(Mr. Carr\)](#) **(Pages 197–200)**
- D. [Ms. Laura Borens—Waiver of 16 KAR 6:010, Praxis II, Request to Waive the Middle School English Language Arts \(0049\) and/or English, Language, Literature & Composition: Essays \(0042\) \(Mr. Brown\)](#) **(Pages 201–206)**
- E. [Ms. Melissa Lemerand—Waiver of 16 KAR 6:010, Praxis II, Request to Waive, Principles of Learning and Teaching: Grades K-6 \(0522\), Elementary Education: Content Knowledge and/or Principles of Learning and Teaching: Grades 5-9 \(0523\), Middle School English, Language Arts \(0049\), Middle School Science \(0439\) \(Mr. Brown\)](#) **(Pages 207–212)**
- F. [Ms. Christine O'Shea—Waiver of 16 KAR 6:010, Request to Waive Praxis II, Principles of Learning and Teaching: Grades K-6 \(0522\), Elementary Education: Content Knowledge \(0014\) \(Mr. Brown\)](#) **(Pages 213-216)**
- G. [Mr. James Jack—Waiver of 16 KAR 6:010, Request to Waive Praxis II, Principles of Learning and Teaching: Grades K-6 \(0522\), Elementary Education: Content Knowledge \(0014\) \(Mr. Brown\)](#) **(Pages 217-220)**
- H. [Dr. Lucian Yates, III—Waiver of 16 KAR 5:040, Request to Waive the Cooperating Teacher Eligibility Requirements \(Dr. Troupe\)](#) **(Pages 221-224)**

Alternative Route to Certification Applications

- A. [Mr. John Riclesberger, English as a Second Language, Grades P-12](#) **(Pages 225–226)**
- B. [Mr. Chris Hart, Business, Grades 8-12](#) **(Pages 227–228)**

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), (1) (f), and (1) (j).

Certification Review and Revocation: Pending Litigation Review

Evaluation of the Executive Director

Following review of pending litigation and evaluation of the Executive Director, the Board shall move into open session. All decisions will be made in open session.

Adjournment

**Next Regular Meeting:
May 15, 2006—EPSB Conference Room A**

Agenda Book

Agenda Book

The actions delineated below were taken in open session of the EPSB at the January 23, 2006, 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 Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

<p>Education Professional Standards Board (EPSB) Summary Minutes of the Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky January 23, 2006</p>
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Members Present:

Lonnie Anderson
Wally Campbell
James Cibulka
Lydia Coffey
Sam Evans
Kristin Gregory
Kent Juett
Steve Lin
David Muse
Rita Presley
Steve Schenck (for Gene Wilhoit)
Wilson Stone
Tom Stull
Ellie Thompson
Lorraine Williams

Members Absent:

Jim Applegate
Linda Livers

Call to Order

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

Swearing In of New Board Members

General Counsel Brenda Allen administered the oath to Lorraine Williams and David Muse, new Board members, who were unable to attend the November 14, 2005, meeting.

Amendment to November 14, 2005, Minutes

Motion made by Ms. Thompson, seconded by Mr. Stone, to amend the minutes of the November 14, 2005, EPSB meeting as follows:

Order 2005 – 106 should read: *Motion made by Ms. Thompson, seconded by Dr. Cibulka, to include an October Board meeting each year to **include a discussion of the budget and/or legislative agenda.***

Vote: Unanimous

Approval of November 14, 2005, Minutes as Amended

Dr. Evans expressed concern about the accreditation of Midway College and about accreditation of all institutions. Accreditation should be the same for all institutions, and

Agenda Book

accreditation should reflect the actual language of the regulations. Dr. Evans suggested that the Board review the language of the regulations. Dr. Rogers suggested adding this topic to the Annual Retreat agenda.

Motion made by Mr. Anderson, seconded by Ms. Gregory, to approve the minutes of the November 14, 2005, EPSB meeting as amended.

Vote: Yes – 14; Recuse – 1 (*Dr. Evans*)

Open Speak

No requests were made for Open Speak.

Report of the Executive Director and Staff

In his report Dr. Phillip Rogers:

- welcomed new Board members, Lorraine Williams and David Muse;
- asked Wilson Stone to share with the Board an update on Linda Livers who was absent due to illness and under her doctor's advisement; and
- reviewed the Board folders and the information contained therein.

KDE Update

Mr. Steve Schenck, sitting in for Commissioner Gene Wilhoit, KDE, shared some information with the Board. During the spring semester of 2007, students will be taking the revised CATS, which includes a new core content for assessment, 4.0, and an added dimension called "Depth of Knowledge." Mr. Schenck anticipated that the Kentucky Board of Education (KBE) would approve the new high-school graduation requirements at its next month's meeting. These two developments will greatly impact what teachers will have to know to teach their students. Mr. Schenck suggested that Starr Lewis, KDE, give a presentation to the Board at a future date on these two developments.

CPE Update

There was no Council on Post Secondary Education (CPE) update since Dr. Applegate was absent.

Amendment to Alice Lloyd College's Praxis Pass Rates

Mr. Wendell Cave reported to the Board regarding a correction needed to Alice Lloyd College's Praxis pass rates. Institutions that have less than an 80 percent pass rate on the Praxis tests must submit a rejoinder to EPSB. Mr. Cave reported that an error had been made last year in reporting Alice Lloyd College's pass rate. The institution actually had a 100 percent pass rate on its secondary level Principles of Learning and Teaching (Praxis). The institution has been notified of the error. Corrective action has been taken, and a new procedure will be in effect next year. That procedure will involve review of data by another person before action is taken.

Admissions Data Update

Dr. Marilyn Troupe, Director of the Division of Educator Preparation, and Dr. Melissa Miracle gave a presentation to the Board regarding admission and exit data from educator preparation programs. This being the second year to present admission data, Dr. Troupe

Agenda Book

related that such reports would be made on an annual basis. A more detailed listing of content areas and all institutions would be presented at the Board's annual retreat.

The admission/exit data focused on five shortage areas: (1) science/mathematics, (2) foreign language, (3) special education, (4) middle school science, and (5) middle school mathematics. Dr. Troupe cautioned the Board not to correlate the admission data with the exit data. That is, just because one person entered a preparation program did not mean that person exited the same program.

Dr. Miracle has been working with the Division of Educator Preparation to train the program consultants on how to access the database of district-entered information. Elizabeth Springate, consultant, is the lead person in managing the database. Dr. Miracle reported that the first two years of data reporting (2001-2002 and 2002-2003) were not as "clean" as she wished. There were some technical difficulties in transferring information, especially admission data, from Excel spreadsheets into the database. However, since the last two years of data reporting (2003-2004 and 2004-2005) have used data entered into the EPSB database, the data is more clean. The trend for clean or cleaner data should continue the longer the database system is used.

In reviewing the admission data with the Board, Dr. Miracle pointed out that more students have enrolled in the special education programs, whereas the admission numbers for science/mathematics, foreign language, middle school science, and middle school mathematics have leveled. When broken down in three major certification areas, the data reveals that more students have sought certification in mathematics, Spanish, and learning behavior disorders (LBD). Certification in foreign language may increase should graduation requirements be amended; however, other than French, Latin, German, and Spanish, not many schools are offering classes in other languages. For instance, the University of Kentucky is the only institution that offers classes in Russian as part of its curriculum. Some Jefferson County schools offer Chinese in their foreign language curriculum.

The exit data shows trends similar to those of the admission data. More students have exited special education preparation programs; and while there have been increases in the certification areas of middle school mathematics and in science/mathematics in general, the numbers are still low when compared to the special education exit data. In the science/mathematics exit certification areas, mathematics and biology have the greatest number of students; in foreign language, Spanish and French; and in special education, learning behavior disorders (LBD).

Dr. Evans recommended that the Admission Data Trend Report be sent to all institutions. Dr. Cibulka inquired whether data was available that would indicate what would be the critical shortage areas in the near future, based on attrition and on the current shortage trends. Dr. Troupe related that she did not have that information readily available but would be able to present more information on critical shortage areas at the annual retreat. Wendell Cave noted that the growth in alternative certification programs paralleled the exit data.

LEAD Report Update

Mike Carr, Director of Division of Certification, presented the local educator assignment data (LEAD) report update. This report has also been submitted to Gene Wilhoit, Commissioner, Kentucky Department of Education (KDE). Mr. Carr related that EPSB is pleased with the information that the report indicates. He reminded the Board that EPSB had extended the districts' reporting date to the Commissioner to November 15, which gave

Agenda Book

districts more time to submit their data. Mr. Carr pointed out the two sets of statistics, the number of assignments and the number of people, with the number of people being the more important statistic. Except for two status categories—“out of field” and “out of grade range”—all other categories show a decrease in the numbers of noncompliers. The Commissioner gives districts until January 31 to correct any of the problems. This year there will be a spring LEAD report, due by the end of February; and the highly qualified (HQ) report will be based on the data collected this spring. Mr. Carr recognized Cindy Godsey, LEAD coordinator, who has been with EPSB for nine months and who has been doing an excellent job.

Mr. Carr explained some of the status items on the report. For example, “never certified” is generally the largest category because it is made up of vacant positions—that is, posted positions that have not been filled. In such cases the districts generally have to staff with emergency certified people.

Mr. Stone inquired whether SEEK funds were withheld based on the LEAD report, and Mr. Carr responded that has happened in the past. Last year he knew of seven or eight positions the LEAD report had affected in such way. Ms. Williams asked if there were particular areas in the state where “never certified” is more of a problem. Larger urban areas, of course, have fewer problems; but certain schools that have a high population of special education students do experience this problem more often. Statewide, however, there will always be some problems with “never certified.” Dr. Rogers pointed out that the statistics show 99.77 percent of all teachers are “cleared”; that is, they are teaching in their field and grade range and are duly certified.

Revision to Certificate Design

Mr. Carr pointed out to the Board the current design of certificates. On the back of each certificate is a long list of instructions and applicable regulations about how to renew the certificate. The printing of certificates and the amendments to regulations regarding renewal of certificates often do not coincide. That is, an amended regulation may not be current with what is printed on the back of the certificate; whereas renewal codes can be changed more easily on the fronts of certificates. Janet Banta, former director of the division, and Cindy Godsey suggested that the outdated instructions/regulations be replaced with the Code of Ethics. That way, each certificate holder would have his or her copy of the Code of Ethics. A reference to the Code of Ethics would be added to the front of the certificate. Since the division would need to reprint certificate forms this spring, then making this change now would be cost-effective. Board members who commented about the redesign proposal agreed the redesign was a good idea.

Redesign of Principal Preparation Program

Dr. Troupe, Mr. Brown, and Dr. Jim Rinehart, University of Kentucky and also with the Commonwealth Collaborative for School Leadership Programs (CCSLP), presented the Board with an update on the principal preparation program redesign. Dr. Rogers directed the Board to two documents within their folders: “Leading Change” and “Items for Consideration.” Mr. Brown recognized the work of the various agencies that have contributed to the task of redesigning the principal preparation program. Not just a Kentucky initiative, restructuring the principal preparation program has gained national focus. The Wallace Foundation, co-drafter of the CCSLP initiative, has decided to use Kentucky’s redesigned program as a case study. Last April at the CCSLP conference, chairs and deans

Agenda Book

met and discussed important points, those in the “Leading Change” and “Items for Consideration” documents, that the universities believed all Kentucky principals needed. The committees for the Master’s Degree Program and the Principal Preparation Redesign Program share many of the same ideas and recommendations, which means these two programs should work hand-in-hand.

Dr. Rinehart recognized Dr. Rosa Weaver as a co-convenor of the CCSLP principal preparation program. Reiterating that the Master’s Degree Program Committee shared similar redesign recommendations, he also related that he was aware the ISLLC standards were undergoing modifications—basic six standards remaining the same but with more specifics regarding performance outcomes. Dr. Rinehart recognized Dr. Phillip Rogers’ continuing support of the redesign effort. In most reports from schools that are performing well, one reason for that good performance has been leadership—that is, effective leadership. The major focus of the redesign program is, therefore, to better prepare those individuals who plan to be out in the field. Dr. Rinehart recognized Debbie Daniels’ help in organizing these efforts.

The “Leading Change” document was initially drafted last April and then revised during that summer. Feedback for the “Leading Change” document consisted of: (1) open-ended elements that would allow institutions and districts to be more involved in developing preparation programs and (2) funding issues. The “Items for Consideration” is a refinement of “Leading Change.” One theme surfaces, and that theme is the need for more district involvement in the admission process, program and internship design, program delivery, and program review. Dr. Rinehart suggested that the deans and provosts be brought together to discuss the redesign program. (For example, the redesign program may affect class sizes in the institutions.) Also, at a national meeting planned this summer, to which all state leadership people will be invited to attend, the principal redesign program will be on the agenda.

Dr. Troupe informed new Board members about the Board’s appointment of the Master’s Review Committee (a cross-section of principals, teachers, higher education members, deans, KDE representatives) in September 2005. This committee was charged with reviewing current master’s degree programs and making recommendations about how they could be modified to aid in improving student learning. The principal program redesign piggybacks on the work of the Master’s Review Committee, whose report is due to the Board at the May meeting.

Two Board members had questions for the presenters. First, Ms. Williams asked whether the proposed changes in the master’s degree program for rank change were correlated to student achievement. Dr. Troupe responded affirmatively. Second, Dr. Cibulka asked Dr. Rinehart to address two areas: (1) the pros and cons for Element 6 (Masters/Post-Masters) in the “Leading Change” document and (2) the resource implications involved. If institutions become more selective about admissions into these programs, then class sizes—and funds—would be affected. On the other hand, selective admissions should give better educated and better qualified school leaders.

Report on New National Board Certified Teachers

Mr. Brown, Ms. Cindy Owen, and Ms. Lynn Hines next presented to the Board a report on new National Board Certified Teachers (NBCTS). Mr. Brown recognized Ms. Hines’ hard work in pushing the NBCTS program and getting teachers involved in the program. In fact,

Agenda Book

Kentucky is ahead of the national average in the number of NBCTS; and due to Ms. Hines' work receives much-needed federal funds to support the program.

Ms. Hines directed the Board to documents within their folders, pointing out that Kentucky now has 900 NBCTS in comparison to only one NBCT in 1995—Ms. Hines herself. Should the number of Kentucky NBCTS continue to increase at such rate, then the state would have over 8,100 NBCTS in 2015, or one-fourth of all Kentucky teachers. Kentucky is moving forward and should have no problem having at least one NBCT in each school. In fact, Ms. Hines said she encourages principals to strive for three to four NBCTS in each school.

For the 04-05 cycle, statistics reveal that 166 candidates were certified in November 2005. Of that number, 83 were first-time candidates; 83, second- or third-year candidates; and 9, third-year candidates, which reflects a 50 percent pass rate for third-year candidates. Since certification is a one- to three-year process, Ms. Hines related that she encourages those who may not certify one year to continue trying to certify. While Kentucky's certificate rate of 43 percent is higher than the national rate (38 percent), that rate is lower than it has been in previous years. Ms. Hines related that the downward trend is being investigated and corrective actions such as more workshops are being taken to increase the number of NBCTS. For the 05-06 cycle, 494 candidates have currently applied for National Board certification. Sixty-seven of these are advanced candidates (second or third year). She believed that number would increase to 550 candidates by the close of the application cycle (January 31, 2006). Ms. Hines reported that each first-year candidate in the 05-06 cycle received a federal subsidy of \$1,150, which pays half of the fees for certification. (Those fees will increase to \$2,500 this next year.) Nineteen candidates have already applied for the 06-07 cycle, and Ms. Hines related that she receives 10 to 15 inquiries each day about application for the 06-07 cycle. Therefore, the number of candidates for the 06-07 cycle is expected to increase. Federal subsidy funds have been requested for the 06-07 cycle; and should Kentucky receive some of the overage funds from the 05-06 cycle, then there should be enough funds to pay at least half (\$1,150) of the candidate's fees for National Board certification.

Ms. Williams inquired whether the application extension window affected the number of applicants and whether preparation for National Board certification, especially the writing component, was included in teacher preparation programs. Not until the next year will Ms. Hines know whether the application extension has increased or decreased the number of candidates; however, the spring application period, allowing teachers to do more work in the summer months, seemed to be more palatable. Ms. Presley inquired about reimbursement for candidates' out-of-pocket expenses. Seventy-five percent of such expenses are paid from the general teacher fund. Dr. Cibulka inquired whether NBCTS were given leadership opportunities. Ms. Hines related that a survey was being conducted to determine placement of NBCTS, and early results of that survey revealed that many were now in leadership positions—instructional supervisors, principals, university-level instructors. Dr. Cibulka requested that the results of that survey be shared with the Board. Those results should be available by either the March or May meeting. Mr. Lin reported that some states such as Georgia have used differentiated compensation to attract more NBCTS to low-performing schools. Kentucky has encouraged NBCTS in eastern Kentucky since more federal funds, Project Appalachia, have been received for that geographic area.

Agenda Book

Following Ms. Hines' presentation, Dr. Rogers presented her with a plaque honoring her achievements (Kentucky's first NBCT in 1995 and Kentucky's first recertified NBCT in 2005), work, energy, and vision toward the NBCT program.

Report of the Chair

In his report Chair Stull:

- appointed the following people to the EPSB Reading Committee for the three-year period of January 2006 – January 2009: Dr. Lesia Lennex (replaces Dr. Sharon Sullivan), Dr. Cynthia Mason (replaces Dr. Kim Naugle), Dr. Doug Smith (replaces Dr. George Patmor), and Ms. Nancy Reed (replaces Ms. Sarah Sweat);
- appointed the following people to the Continuous Assessment Review Committee (CARC) for the two-year period of January 2006 – January 2008: Dr. Paul Erickson (replaces Dr. Paul Wirtz), Dr. Lora Bailey (replaces Ms. Wanda Griffith), Dr. Lenore Kinne (replaces Dr. Ken Carter), Ms. Angela Cain (replaces Ms. Carlette Kiser), and Ms. Pam Rogers (replaces Ms. Phyllis Shuttleworth);
- reappointed the following people to the Continuous Assessment Review Committee (CARC) for the two-year period of January 2006 – January 2008: Dr. Renee Campoy and Dr. Bonnie Banker; and
- appointed Kristin Gregory to replace Joe Welch on the Evaluation Committee of the Executive Director. Chair Stull asked the Evaluation Committee to meet after the Board meeting to determine a date in January to meet.

Dr. Troupe recognized and introduced Ms. Freda Simpson, who is new to her division and who serves as Administrative Specialist III.

Ms. Thompson related that the Report of the Executive Director included several critical issues; and while the Board folders contained good summaries of that information, having that information beforehand, prior to the meeting and in the Agenda Book, would give Board members more time to process the information. Dr. Rogers responded that efforts will be made to accommodate the Board's request.

Information Items

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

Mr. Brown and Ms. Allen presented to the Board proposed regulation amendments for the Kentucky Principal Internship Program (KPIP). Both educators and legislators have expressed the need to update KPIP to meet the evolving needs of Kentucky schools. EPSB staff have 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 Board's November 2005 meeting, Mr. Brown shared information outlining some of the discussion topics related to changes to KPIP.

As EPSB's collaborative work continues, the staff have identified immediate changes that need to be made to KPIP. Proposed amendments to 16 KAR 7:020 include:

Agenda Book

1. inclusion of an appeals process for KPIP;
2. new requirements for principal mentors (must have served as a principal at least three of the last five years);
3. an increase in the supplement to principal mentors (not to exceed \$1,400);
4. inclusion of language stating that payments are contingent on adequate funding under the Commonwealth's biennial budget;
5. a requirement defining the observation of KPIP committee members to be three hours' duration;
6. inclusion of language allowing for online submission of work completed by the KPIP committee;
7. inclusion of language incorporating the KPIP Handbook by reference; and
8. revision of language removing the responsibility of KPIP from KDE to EPSB.

An action item for final Board approval will be presented at the March meeting.

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

Dr. Troupe, Ms. Allen, Karen Erwin, Education School Nurse Consultant, KDE, and Dr. Sylvia Gaiko, Associate Dean, College of Health and Human Services, Western Kentucky University, with assistants Drs. Beverly Siegrist and Susan Jones, professors, Department of Nursing, presented to the Board proposed amendments to 16 KAR 2:060, School Nurse. The regulation has not been amended since originally adopted in 1980. Practicing school nurses seeking certification, but having difficulty meeting the requirements as written, recommended revisions to the governing regulation. According to the original regulation, degreed nurses, or those persons having attained a bachelor's degree or a master's degree in nursing, would have to complete the school nurse preparation program, which would require candidates to duplicate coursework.

EPSB staff worked with the Kentucky School Nurse Association (KSNA), the Kentucky Board of Nursing (KBN), the Kentucky Department of Education (KDE), the Department of Public Health (DPH), and Western Kentucky University's (WKU) Department of Nursing to propose amendments to the regulation. At KSNA's general session of 2005, EPSB staff advised that the proposed amendments to the regulation would not ensure that districts would hire certified nurses.

Proposed amendments to the regulation would allow for three levels of certificates: (1) provisional, (2) professional, and (3) advanced school nurse with three options. Each level would have renewal requirements.

Dr. Troupe pointed out a revision to the Staff Note. Under the Background heading, paragraph two, sentence two, "KSNA" should be revised to read **EPSB**. That is, EPSB staff met with KBN to review the regulation. School Nurse Consultant Karen Erwin (KDE) fielded several questions from the Board.

Ms. Thompson asked for an explanation of "related field" and believed that experience in school nursing should be the basis for certificate renewal. The Board also noted similarities between requirements for the professional certificate and Option 1 under the advanced school nurse certificate and requested clarification of the requirements at the next Board meeting.

An action item for final Board approval will be presented at the March meeting.

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

Dr. Troupe and Ms. Allen presented to the Board proposed amendments to 16 KAR 5:010, Standards for Accreditation of Educator Preparation Units and Approval of Programs. EPSB staff frequently review the regulation for compliance with current agency and National Council for Accreditation of Teacher Education (NCATE) standards. Amendments are often necessary to keep the accreditation portion of the regulation properly aligned with EPSB's and NCATE's policies. The proposed amendments to various sections for consistent wording and to Sections 9, 16, 19, 24, and 25 would ensure consistency in the regulation's implementation.

At Ms. Gregory's suggestion, and following discussion by the Board, the proposed change in terminology in Section 24 and Section 25 should be revised. "At risk of low performing" should be changed to read "at risk of low *performance*," and "low performing" should be changed to read "low *performance*."

An action item for final Board approval will be presented at the March meeting.

D. Draft EPSB Procedure Manual Amendments

Ms. Allen presented to the Board proposed amendments to two EPSB *Procedure Manual* documents: (1) Alternative Routes to Certification, Reference, and (2) Election of Officers Procedure. Amendments to the *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 had 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. This option has been added to the policy governing the Election of Officers Procedure. Ms. Allen pointed out that the amended date would carry the date on which the Board approves the changes.

An action item for final Board approval will be presented at the March meeting.

Action Items

A. 2006 June Meeting: Change of Meeting Place and Time: 2006 Retreat: Change of Meeting Place, Date, and Time

Executive Assistant, Rhonda Eversole, related that the Board's 2006 Annual Retreat had been tentatively scheduled for July 16–18, 2006, at the Hampton Inn/Center for Rural Development in Somerset, Kentucky. Soon after assuming her position, the Executive Assistant learned that the Somerset location posed some problems. The Hampton Inn did not have a meeting room large enough to accommodate the retreat sessions, and members would have to leave the Inn and walk to the Center for Rural Development for the sessions. 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.

The Board Chair recommended that Board members be surveyed about an alternate meeting place for both the 2006 Retreat and the 2006 June meeting, convening them back-to-back, with a Friday–Sunday timeframe for the retreat and then a Monday for the meeting.

Agenda Book

Therefore, 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 might be a better choice. After contacting the Holiday Inn University Plaza in Bowling Green and considering alternate dates in June, the Executive Assistant surveyed the Board members, asking their opinion about changing the location and time of the 2006 meeting (Bowling Green, 9 AM CDT) and 2006 Annual Retreat (Bowling Green, June 9–11). Twelve of 17 Board members responded to the survey, and all 12 responses were favorable.

2006–001

Motion made by Ms. Thompson, seconded by Mr. Juett, to 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.

Vote: Unanimous

Waivers

A. Exceptional Children Teacher Assignment Waivers

2006–002

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

Vote: Unanimous

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

2006–003

Motion made by Dr. Cibulka, seconded by Mr. Anderson, to deny the request made by Mrs. Nancye Goldy Hall to waive 16 KAR 6:010, Section 2. Ms. Hall must pass the Elementary Education: Content Knowledge (0014) before adding K-5 certification to her current Kentucky certificate.

Vote: Unanimous

C. Ms. Ranelle Rigney—Waiver of 16 KAR 8:020, Section 2, Request for Waiver of Requirements for Certificate Renewal and Rank II

2006–004

Motion made by Ms. Gregory, seconded by Ms. Coffey, to deny the request made by Ms. Ranelle Rigney for a waiver of 16 KAR 4:060, Section 1, and 16 KAR 8:020, Section 1, to allow her Master's Degree in Ministry to renew her lapsed certificate and to grant a rank change.

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

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

2006–005

Motion made by Ms. Thompson, seconded by Ms. Coffey, to deny Ms. Tipton's request on behalf of Mr. Kim Goodloe for a waiver of 16 KAR 2:120, Section 2, waiving the requirement for six graduate hours for a reissuance of an emergency teaching certificate for special education for the 2005–2006 school year.

Vote: Unanimous

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

2006–006

Motion made by Ms. Coffey, seconded by Dr. Campbell, to approve the request made by Dr. James Cibulka on behalf of Mr. Jason Howell to waive 16 KAR 5:040, Section 2(d), allowing Mr. Howell to serve as a cooperating teacher for the Spring of 2006.

Vote: 13 – Yes; 1 – Recuse (Dr. Cibulka)

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

2006–007

Motion made by Dr. Campbell, seconded by Mr. Anderson, to approve the request made by Dr. Cathy Gunn on behalf of Ms. Sandra Wilson to waive 16 KAR 5:040, Section 2(b), allowing Ms. Wilson to serve as a cooperating teacher for the Spring of 2006.

Vote: Unanimous

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)

2006–008

Motion made by Mr. Stone, seconded by Dr. Cibulka, to approve the request made by Ms. Janell Rahn to waive Elementary Education: Content Knowledge (0014), accepting CBEST, CSETs 101, 102, and 103, and RICA in lieu thereof, but to deny the waiver of Praxis II Principles of Learning and Teaching: Grades K–6 (0522).

Vote: Unanimous

Agenda Book

Alternative Route to Certification Applications

A. Mr. Curtis Meurer, Biology, Grades 8–12

2006–009

Motion made by Mr. Stone, seconded by Ms. Gregory, to approve Mr. Curtis Meurer's alternative route to certification application based on his exceptional work experience in the area of Biology, Grades 8–12.

Vote: Yes – 13; No – 1 (*Dr. Evans*)

DISCIPLINARY MATTERS: MINUTES OF CASE REVIEW January 23, 2006

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

Vote: Unanimous

Motion made by Mr. Anderson, seconded by Dr. Cibulka, to return to open session.

Vote: Unanimous

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

Tom Stull, Lydia Coffey, James Cibulka, Steve Lin, Sam Evans, Lonnie Anderson, David Muse, Lorraine Williams, Kristin Gregory, Wilson Stone, Eleanore Thompson, Kent Juett, Wally Campbell, and Rita Presley.

Attorneys present were Brenda Dinkins Allen, Alicia A. Sneed, and Cynthia Clay Grohmann.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
05-08134	Admonish
05-08160	Hear
05-09168	Hear
05-08139	Hear
05-08140	Hear
05-08141	Hear
05-08142	Hear
05-08153	Dismiss without Prejudice
05-08152	Hear
05-08155	Hear
05-08163	Admonish (<i>Dr. Campbell, recused</i>)
05-08148	Hear
05-08138	Hear

Agenda Book

05-09171	Hear
05-09172	Admonish
05-09167	Dismiss
05-08137	Dismiss without Prejudice
05-08157	Defer
05-07124	Admonish
05-08149	Defer
05-08145	Defer
05-07131	Hear
05-09170	Admonish
05-09173	Admonish
05-08144	Hear (<i>Dr. Campbell, recused</i>)
05-08136	Dismiss without Prejudice
05-08156	Defer
05-08150	Hear
05-08151	Hear
05-08154	Hear
05-08159	Hear
05-08158	Hear
05-08146	Hear
05-08147	Dismiss
05-08135	Defer
05-07115	Admonish
05-07132	Dismiss
05-08161	Hear (<i>Dr. Campbell, recused</i>)
05-08162	Hear (<i>Dr. Campbell, recused</i>)
05-08133	Hear
05-09174	Dismiss
05-09166	Admonish
05-09164	Hear
05-0589	Admonish
03-0462	Dismiss
03-10127	Dismiss
05-10181	Hear
05-09176	Hear
05-11210	Hear
05-11215	Hear
05-09180	Admonish
05-10182	Defer
05-09177	Admonish
05-10189	Admonish (<i>Ms. Coffey, recused</i>)
05-11204	Admonish
05-11209	Hear
05-11216	Hear
05-09169	Hear
05-11214	Admonish
05-10190	Admonish
05-10191	Admonish
05-11193	Dismiss
05-11195	Dismiss
05-11197	Dismiss
05-11198	Dismiss

Agenda Book

05-11194	Dismiss
05-11196	Dismiss
05-11205	Admonish
05-11206	Hear (<i>Dr. Evans, recused</i>)
05-11207	Hear
05-09175	Hear
05-10185	Hear
05-11217	Hear
05-10188	Defer
05-10186	Hear
05-11220	Defer
05-12224	Hear (<i>Dr. Cibulka, recused</i>)
05-11201	Admonish
05-11202	Admonish
05-11203	Admonish
05-10187	Dismiss
05-09178	Hear
05-10183	Admonish
05-10184	Hear
05-11208	Hear (<i>Ms. Coffey, recused</i>)
05-11199	Hear
05-11211	Hear
05-0593	Dismiss without Prejudice
05-0594	Dismiss without Prejudice
05-0595	Dismiss without Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
05-229	Approve
05-230	Approve
05-233	Approve
05-234	Approve
05-231	Approve
05-236	Approve
06-001	Approve
06-002	Approve
06-003	Approve
05-112	Approve
06-004	Defer
06-005	Approve
06-010	Approve
06-006	Approve
06-012	Approve
06-013	Approve
06-014	Approve
06-015	Approve
06-016	Approve
06-017	Approve

Agenda Book

06-019	Approve
06-020	Approve
06-009	Approve
05-235	Approve
06-021	Approve
06-022	Approve

Agreed Orders

Case Number

CF 05-062 (Nicholas A. Wright)

Decision

Accept agreed order in which Respondent agrees he shall not apply for certification until October 1, 2007 nor shall any application be submitted to the Board upon his behalf until October 1, 2007. The Board agrees that in considering any subsequent application for certification on or after October 1, 2007, submitted by Respondent or on his behalf, it may not rely upon any of the underlying facts or circumstances that are the subject of Wright v. Education Professional Standards Board, Administrative Action No. 05-EPSB-0369 as a basis to deny Respondent's application.

The issuance of any Kentucky teaching certificate to Respondent, or on his behalf, on or after October 1, 2007 is expressly conditioned upon Respondent providing at the time of application, in addition to proof of any academic requirements necessary for certification, written evidence to the Board of the following:

1. With his application, Respondent shall supply the Board with a current national and state criminal background check. Any expense for the criminal background check shall be paid by Respondent.
2. With his application, Respondent shall supply to the Board letters of recommendation from two (2) Kentucky certified educators in good standing with the Board and from his current employer which confirm that Respondent is morally and ethically fit to hold a teaching certificate in the Commonwealth of Kentucky.
3. Respondent shall complete twelve (12) hours of professional development training in the areas of appropriate student supervision, ethics, and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

Agenda Book

Failure to meet any of the above conditions will result in Respondent being denied issuance of a Kentucky teaching certificate.

Vote: Unanimous

04-0684 (Lori Bain Miracle) Accept Agreed Order suspending Respondent's certificate from March 1, 2006 to and including July 31, 2006.

Reinstatement of Respondent's teaching certificate is expressly conditioned upon Respondent providing written evidence to the Board that she has complied with the following:

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

Upon acceptance of this agreement by the Board and prior to March 1, 2006, Respondent shall surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Failure to do will result in further disciplinary action by the Board.

Vote: Unanimous

03-0577 (Woodie Jamison) Accept Agreed Order revoking Respondent's certificate. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601. Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky for a period of seven (7) years from the date of acceptance of this Order by the Board.

At the conclusion of the seven year period, issuance of any certificate to Respondent or on his behalf is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence to the Board of the following.

1. Respondent shall successfully comply with the conditions and terms of probation as set forth in 03-CR-00024.
2. Respondent shall undergo a comprehensive evaluation by a Kentucky licensed and/or certified

Agenda Book

psychiatrist, psychologist or mental health therapist approved by the Board. This psychiatrist, psychologist or mental health therapist shall present written evidence to the Board that Respondent has complied with and completed any and all treatment recommendations and has no mental and/or physical incapacity that prevents him from maintaining appropriate boundaries with students. Any expense for said evaluation and/or treatment shall be paid by Respondent.

Should Respondent fail to satisfy any of these conditions, the EPSB shall deny any application for certification submitted by Respondent or on his behalf.

This agreement shall not prohibit Respondent from working in the adult education field, so long as the position does not require certification.

Vote: Unanimous

05-0348 (Alan Bernstein)

Accept Agreed Order admonishing Respondent for making inappropriate remarks to students. Respondent is reminded that he must treat all students with dignity and respect. Respondent's certificate is expired. Issuance of any future certificate to Respondent, or on his behalf, is expressly conditioned upon Respondent providing, upon application, written proof to the Board that he has completed twelve (12) hours of professional development/training, approved by the Board in the areas of classroom management, appropriate teacher/student interactions and ethics. Any expense for this training shall be paid by Respondent.

Should Respondent fail to satisfy this condition, the Board shall deny any application submitted by Respondent or on his behalf.

Vote: Unanimous

02-0457 (Terry Underwood)

Accept Agreed Order revoking Respondent's Certificate. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601. Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky for a period of five (5) years beginning July 1, 2003.

Issuance of any future certificate to Respondent or on his behalf is expressly conditioned upon Respondent providing written evidence to the Board, at the time of

Agenda Book

application, that he has completed twelve (12) hours of professional development/training in the areas of ethics and appropriate student/teacher relationships and/or boundary issues, as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

Should Respondent fail to satisfy this condition, any application for certification submitted by Respondent, or on his behalf, shall be denied.

Vote: Unanimous

05-07126 (Matrid Ndife)

Accept Agreed Order admonishing Respondent. An educator should not place her hands on a student unless an emergency or a threatening situation arises. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students.

This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received twelve (12) hours of professional development/training in anger management and appropriate classroom management, as approved by the Board, no later than December 31, 2006. Any expense incurred for said training shall be paid by Respondent.

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

Vote: Unanimous

03-08117 (Todd Wright)

Accept Agreed Order suspending Respondent's certificate for a period of forty-five (45) days from the date of acceptance of this Order by the Board. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

This agreement is expressly conditioned upon Respondent providing written evidence to the Board, on or before March 30, 2006, that he has successfully completed twelve (12) hours of professional development/training, approved by the Board, in the areas of sexual harassment, appropriate teacher/student interactions and ethics. Any expense for this training shall be paid by Respondent.

Respondent agrees that should he fail to satisfy this condition, his certificate shall be automatically

Agenda Book

suspended and remain so until he submits proof to the Board that he has successfully completed the course.

Vote: Unanimous

95-12179 (Floyd Kenneth Slusher) Accept Agreed Order suspending Respondent's certificate from June 1, 2006 until September 1, 2006. The Board agrees to dismiss Agency Case No. 97-0262.

Re-instatement of Respondent's certificate after the completion of the suspension period is expressly conditioned upon Respondent providing, prior to re-instatement, written evidence to the Board of the following:

1. Respondent shall complete of twelve (12) hours of professional development/training in the areas of ethics, as approved by the Board. Any expense incurred for said training shall be paid by Respondent.
2. Respondent shall complete six (6) hours of anger management training as approved by the Board. Any expense incurred for said training shall be paid by Respondent.
3. Respondent shall supply the Board with a current national and state criminal background check. Any expense for the criminal background check shall be paid by Respondent.

In addition to the above conditions for reinstatement of his certificate, Respondent shall provide written evidence to the Board by December 31, 2006, that he has successfully completed his period of probation for his misdemeanor convictions in the Bell Circuit Court. If Respondent fails to provide written evidence that he has successfully completed and been released from probation by December 31, 2006, Respondent's teaching certificate will be automatically suspended and will not be reinstated until Respondent submits proof of completion to the Board. If Respondent fails to successfully complete his period of probation, his teaching certificate shall remain suspended and the Board will reinstate this disciplinary proceeding.

Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his teaching certificate to the EPSB, by delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Failure to do will result in further disciplinary action by the Board.

Vote: Unanimous

Agenda Book

Findings of Fact, Conclusions of Law, and Recommended Orders

Consideration of the following matter took place with attorneys Alicia A. Sneed and Cynthia Clay Grohmann out of the room.

Case Number

Decision

04-0106 (Jeffery Criswell)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order permanently revoking Respondent's teaching certificate.

Vote: Unanimous

04-0687 (Mihky Ferrara Brochez)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order permanently revoking Respondent's teaching certificate.

Vote: Unanimous

02-11139 (Leroy Hall)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order permanently revoking Respondent's teaching certificate.

Vote: Unanimous

03-10132 (Rachel Reece)

Modify paragraphs 9, 11, 12, 18, 28 30, 38 and reject paragraphs 8, 10, 13, 14, 15, 16, 17, 19, and 20 of the Hearing Officer's Finding of Fact and modify Paragraphs 25 and 26 of the Hearing Officer's Conclusions of Law. Modify the Hearing Officer's Recommended Order and issue a Final Order suspending Respondent's teaching certificate from February 1, 2006 to June 30, 2006 and conditioning reinstatement of Respondent's teaching certificate on the following:

A. Respondent shall submit herself to a drug abuse assessment by a professional licensed in the area of chemical dependency, as approved by the Board.

B. The professional shall submit a report of the assessment to the Board regarding continued drug counseling, an analysis of any and all drugs found in Respondent's system and any treatment recommendations, which Respondent shall comply with, at her expense.

C. Reinstatement of Respondent's teaching certificate upon the end of the suspension period is expressly conditioned upon Respondent's compliance with the above and the compliance with all treatment recommendations and requirements, as well as a "clean" drug test showing no illegal drugs or levels of prescribed drugs inconsistent with valid and current prescribed doses as evidenced by proof from the prescribing doctor. Should Respondent fail to follow the above conditions, her teaching certificate shall not be reinstated.

Agenda Book

D. After reinstatement, Respondent shall submit herself to “periodic drug testing” upon notification by the Board at her expense, so long as he is employed in a Kentucky Public School. To effectuate this testing and for Respondent to prove that she does not have a secret drug problem and is fit to remain in the classroom, the Respondent shall at all times maintain with the Board current home and work addresses and current home and work numbers to allow the board to provide valid notice of the need to submit herself for drug testing. Should Respondent fail to maintain a current contact information with the Board or fail to submit herself for periodic, random drug testing at a certified drug testing facility and cause written evidence to be presented to the Board from that entity when requested, her certificate shall immediately be revoked, permanently.

Vote: Unanimous

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

Vote: Unanimous

The meeting adjourned at 4:40 PM.

Next Meeting: March 20, 2006
9:00 AM
EPSB Board Room
Frankfort, Kentucky

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
Committee Appointments
March 20, 2006**

ACCREDITATION AUDIT COMMITTEE

New Appointments

Ms. Diane Woods-Ayers
Campbellsville Independent Schools
1/2006 – 1/2009

Replaces

Ms. Renee Scott
Kentucky Department of Education

Reappointments

Ms. Judi Conrad
Parent Teacher Association
1/2006 – 1/2009

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item A](#)

Information Item:

Review of Master's Degree for Rank Change and Efficacy for Improving Student Learning Committee Update

Applicable Statute and Regulations:

KRS 161.028

16 KAR 8:010, 16 KAR 8:020, 16 KAR 8:021

Applicable Goals:

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

Goal V: Every teacher and administrator shall maintain the standards of the profession.

Background:

Kentucky schools are charged with reaching proficiency by 2014. The PreK-12 education community, which includes school district administrators and teachers, is held accountable for rigorous performance standards tied to annual assessments. With the changing role of the career educator, professional preparation beyond the initial licensure phase presents some unique concerns and issues. Educators need rank change/master's degree programs that have the rigor and relevancy that equip them to move student learning to higher levels.

The EPSB was established as the governing authority responsible for setting standards for approving and evaluating college, university, and school district programs for the preparation of teachers and other professional school personnel. After several years of discussion, the EPSB began the review of rank change/master's degree programs by establishing a committee to address how Kentucky can refashion the way institutions educate experienced educators and school leaders.

In September 2005, the EPSB appointed the Master's Degree Program Committee and charged them to explore professional career pathways for experienced educators to ensure that a key provision of No Child Left Behind—all students will have a highly-qualified educator—was fully addressed. The Committee was charged to develop benchmarks that support a paradigm of change for rank change/master's degree programs and to identify indicators of achievement and/or proxy measures for candidates, programs, and institutions. The Committee was also charged to develop

Agenda Book

specific program guidelines for creating innovative and cutting-edge programs at the master's level that include the approval process.

The Committee has met regularly since November 2005 and has reviewed a number of informative documents. Remaining within the EPSB's statutory boundaries, the Committee's recommendations for regulatory and policy changes will be included in the final report scheduled for May. A copy of the draft report is presented for Board comment and discussion.

Contact Person:

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

Executive Director

Date:

March 20, 2006

Agenda Book

REDESIGNING MASTER'S DEGREE PROGRAM

February 13, 2006

Program Components:

- Admission and Selection Process
- Program Design
- Program Curriculum
- Program Delivery
- Candidate Evaluation
- Program Review

I. Admission and Selection Process

- Pre-assessment of candidates in consultation with districts
 - disposition assessment
 - assess leadership potential
- 3 (or more) Years of teaching experience prior to recommendation

II. Program Design

- Collaboration with Districts in Co-Design of Programs
- Focus on Student Achievement
- Include Endorsements/Enriched Permissions
- Establish Professional Learning Communities
- Effective Utilization of Assessment Data
- Provide embedded Professional Development in Programs
- Seamless Career Development

III. Program Curriculum

- Emphasize research-based best practices focused on student learning/outcomes
- Provide curriculum coherence and adaptability across institutions
- Emphasize differentiated learning and classroom management
- Demonstrate teachers expertise in:
 - instructional practice
 - student assessment
 - classroom management
 - reflections that inform practice
 - curriculum design
- Provide clinical experiences that enhance student achievement
- Align curriculum with State and National Standards and Core Content/Program of Studies

IV. Program Delivery

- Co-Delivery
- Mixed delivery methods
 - Face-to-Face
 - Workshops/seminars/symposia

Agenda Book

- On-line or distance learning
- Practicum
- Weekend/night
- District locations
- Observations
- Practicum/Clinical experiences
- Classroom based inquiry projects
- Conduct/design research projects (action research)
- Evaluate high quality research on student learning

V. Candidate Evaluation/Assessment

- Performance-based assessment (such as TWS-like project)
- Graduate surveys
- Practicum/Clinical evaluations
- Comprehensive exam and/or state exam
- P-12 student achievement over time to inform preparation programs
- Required inquiry project

VI. Program Review/Approval

- Appoint an inclusive group of reviewers that includes P-12 practitioners, principal, superintendent, higher education faculty, KDE, and CPE
- Annual reports on success of candidates to improve student learning (addressing the achievement gap)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item B](#)

Information Item:

Kentucky Teacher Internship Program (KTIP), Discussion on the Use of the Teacher Work Sample (TWS)

Applicable Statutes and Regulation:

KRS 161.030

16 KAR 7:010

Applicable Goal:

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

Background:

In October 2002, the United States Department of Education awarded the EPSB a Title II Teacher Quality Enhancement Grant, which proposed investigating an alternative teacher performance assessment to replace the current assessment used in the Kentucky Teacher Internship Program (KTIP). The Teacher Work Sample (TWS) is designed to put an increased emphasis on student learning by using direct evidence of an intern's ability to design and implement standards-based instruction, analyze student learning, reflect on the teaching and learning process, and make instructional adjustments. This instructionally focused performance assessment provides rubrics and guidelines to promote scoring reliability.

The TWS consists of three components:

1. Observation of Classroom Instruction using a revised Intern Performance Record (IPR);
2. Professional Responsibilities Tasks; and
3. Design of an Instructional Unit, including a video presentation of a lesson within the instructional sequence

To date, three cohorts of interns have been introduced to the TWS through the KTIP pilot program. The first two cohorts of teachers in the pilot have participated in a two-year pilot, and the third cohort is participating in a one-year pilot. The first cohort completed the two-year cycle in the spring of 2005 by using the TWS in place of the portfolio, and the second and third cohorts are using the TWS during the 2005-2006 school year.

During the November 14, 2005, Board meeting, updates were provided concerning the pilot internship program. EPSB asked staff to have TWS participants who are currently using (or piloting) the TWS and revised Intern

Agenda Book

Performance Record to appear before the Board. The discussions will focus on the strengths of TWS, as well as areas of improvement. Invited guests are:

- Karen Cobb, Resource Teacher, Lebanon Middle School;
- Kim Kearney, Intern, Lebanon Middle School;
- Beth Osborne, Assistant Principal, Rosenwald Dunbar Elementary; and
- Kristen Lucas, Intern, Rosenwald Dunbar Elementary.

Kim Kearney and Kristen Lucas will present to the Board a draft of the TWS as provided in the Under Separate Cover section.

If the Board approves the continued use of the TWS in the KTIP program, districts could use either the current KTIP program or the TWS on a voluntary basis. This would also allow time for more universities to incorporate the TWS in their teacher preparation programs as well as additional time for the EPSB to develop and refine the TWS. A draft timeline is provided below:

- 2006-2007: Volunteer schools using the TWS
- 2007-2008: Continue to use volunteer schools
- 2008-2009: Final review and EPSB decision

This matter is being brought to the EPSB for discussion now because current wording in the statute and regulation calls for the end of the KTIP Pilot Project by June 30, 2006. However, the EPSB does have the option of continued voluntary use of the TWS, but that will require changes to 16 KAR 7:010. These changes would be brought to the May Board meeting as a Notice of Intent.

Contact Person:

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

Executive Director

Date:

March 20, 2006

Retreat Agenda (Draft)

Education Professional Standards Board

Holiday Inn University Plaza, Bowling Green, Kentucky

June 9–11, 2006

Information/Discussion Item C

Friday, June 9, 2006

4:00 PM–5:00 PM Division Updates (Alicia Sneed, Mike Carr, Robert Brown, Marilyn Troupe)

5:00 PM–6:00 PM Revitalizing EPSB Goals and Initiatives for 2004–2006

6:00 PM *Recess (Dinner on Your Own)*

Saturday, June 10, 2006

7:30–8:30 AM *Breakfast*

8:30–10:00 AM **Educator Preparation Issues** (Marilyn)

- ✓ Should the EPSB staff and Board review the reporting procedures between the Board of Examiners (BOE) and the Accreditation Audit Committee (AAC)?
- ✓ How can we monitor accreditation of off-campus sites that offer self-standing programs?
- ✓ Should the EPSB require out-of-state institutions offering teacher preparation programs in Kentucky to be accredited through the Southern Association of Colleges and Universities?
- ✓ What does the updated Admissions and Exit Data tell us?

10:00–10:15 AM *Break*

10:15–11:00 AM **Educator Preparation Issues (Cont.)** (Marilyn)

- ✓ Should the EPSB set minimum requirements on clinical/practicum experiences prior to student teaching?
- ✓ Should the EPSB stipulate that a major is required in the certification area?

11:00 AM–12:00 PM **Professional Learning and Assessment Issues** (Robert/Phil)

- ✓ What have we learned from the Teacher Quality Grant?

Agenda Book

- ✓ Should we revise the Quality Performance Index (QPI)?
- ✓ What is the HQT Status for 2005/2006?

12:00–1:00 PM *Lunch Buffet*

1:00–2:00 PM **Legal Services Issues** (Alicia)

- ✓ Should admonishments be more public, and if so, how?
- ✓ How will the 2005 statutory changes in KRS 156.101 affect how the EPSB sanctions administrators for failing to earn the required number of EILA hours per year?

2:00–2:45 PM **Certification Issues** (Mike/Phil)

- ✓ How will the EPSB implement KRS 164.772 requiring that teachers who are in default of KHEAA student loans on issuance & renewal of a certificate?
- ✓ Should the Board review certificate types based on the evolution of No Child Left Behind (NCLB)?

2:45–3:00 PM *Break*

3:00–4:00 PM **Operational and Other Issues** (Brenda/Phil)

- ✓ EPSB's Budget

4:00–5:00 PM Evaluation of Executive Director (Closed Session)

5:00 PM *Recess (Dinner on Your Own)*

Sunday, June 11, 2006

8:00–9:00 AM *Breakfast*

9:00–9:45 AM Revisiting the EPSB Goals and Initiatives for 2004–2006 (Phil)

9:45–10:15 AM Drafting the 2007 Legislative Agenda (Brenda)

10:15–11:00 AM Other Concerns/Interests of EPSB Members

11:00 AM **Adjourn**

11:00–11:30 AM Staff Debriefing

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item D](#)

Information Item:

16 KAR 5:040 Admissions, Placement, and Supervision in Student Teaching, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.042

Applicable Goal:

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

Background:

The regulation governing admission, placement, and supervision of student teaching was last updated in 2002 when the General Assembly provided a budgetary allocation for compensation for cooperating teachers that would be administered by the EPSB. The regulation includes eligibility requirements for cooperating teachers, student teacher requirements, the educator preparation institution's responsibilities, and the management guidelines for the compensation fund. There are two issues open for discussion and resolution in order to provide the necessary services and experiences for student teachers and cooperating teachers.

During the 2004 EPSB Retreat, staff presented several issues for the board to review related to 16 KAR 5:040. The only issue remaining from that original discussion concerns waiver requests. Board members were asked if they wanted to continue reviewing individual waiver requests. An affirmative response was given. Since that time, staff has continued to bring cooperating teacher waiver requests for board approval. Waiver requests have increased over the past several years and other issues have surfaced that require discussion and resolution.

This regulation is being brought with suggested amendments regarding cooperating teacher eligibility requirements to address the continuing shortage of master teachers in difficult to place certification areas. Several suggestions for consideration are listed:

- Allow three (3) years of teaching experience on a professional certificate, instead of four (4) years of teaching
- Allow fifteen (15) hours or more of college credit toward the master's degree if the educator has not yet attained Rank II
- Delete the requirement for 20 years of teaching experience
- Delete the requirement for work as a cooperating teacher during the past five (5) years

Agenda Book

In reviewing surrounding state guidelines, Indiana guidelines are set by higher education; Ohio and West Virginia require three (3) years experience, no master's degree and the principal makes the recommendation; Tennessee requires four (4) years of experience and a master's degree. In Kentucky, the Interdisciplinary Early Childhood Education (IECE) regulation requires three (3) years of teaching experience.

With the re-alignment of payment dates and expansion of the method of compensation for cooperating teachers to actual weeks served, the regulation should provide a more transparent process for administration of funds. A minor change in payment dates will ensure that a cooperating teacher receives his/her payment before the school term has concluded. The current distribution dates have caused payments to sometime arrive after district schools had closed for the summer.

The regulation currently requires a "per semester payment" which often results in a cooperating teacher who has served for sixteen (16) weeks receiving less per week than a cooperating teacher who served for twelve (12) weeks. Cooperating teachers should be paid for the total number of weeks served. Seventy-five percent of the Kentucky educator preparation programs require thirteen (13) or more weeks of student teaching.

EPSB Technology Branch is designing and updating the electronic data management system used by staff. This will enhance the payment process for cooperating teachers, colleges/universities, and EPSB staff. Updated terminology and a number of minor changes for consistency were also included in the revisions to the regulation.

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Executive Director

Date:

March 20, 2006

Agenda Book

1 **16 KAR 5:040. Admission, placement, and supervision in student teaching.**

2 RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

3 STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

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

13 Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher
14 employed in a school in Kentucky who is contracting with an educator preparation [~~a teacher~~
15 ~~education~~] institution to supervise a student teacher for the purpose [~~purposes~~] of fulfilling
16 the student teaching requirement of the approved educator [~~teacher~~] preparation program.

17 Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in
18 subsection (2) [~~or (3)~~] of this section, the cooperating teacher, whether serving in a public or
19 nonpublic school, shall have:

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

21 (b) Attained Rank II certification;

22 (c) At least three (3) [~~four (4)~~] years of teaching experience on a Professional Certificate; and

23 (d) Taught in the present school system at least one (1) year immediately prior to being
24 assigned a student teacher.

Agenda Book

1 (2) If a cooperating teacher has not attained Rank II certification, the teacher shall have
2 attained a minimum of 15 hours of approved credit toward a Rank II within a minimum
3 period of five (5) years. [~~this requirement shall be waived if the teacher:~~

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

5 ~~(b) Has worked as a cooperating teacher during the past five (5) years.]~~

6 (3) Teachers assigned to a teaching position on the basis of a probationary or emergency
7 certificate issued by the Education Professional Standards Board under KAR Title 16 shall
8 not be eligible for serving as a cooperating teacher.

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

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

17 (2) Prior to and during the student teaching experience, the teacher candidate shall adhere to
18 the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

19 Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall
20 be one (1) to one (1).

21 Section 5. College Supervisor [~~Coordinator~~]. (1) The college supervisor [~~coordinator~~] shall
22 make [~~a~~] periodic observations [~~observation~~] of the student teacher in the classroom and shall
23 prepare a written report on each observation and share it with the student teacher.

Agenda Book

1 (2) The observation reports [~~report~~] shall be filed as a part of the student teacher record and
2 also used as a validation of the supervisory function.

3 (3) A student teacher shall receive periodic and regular on-site observations [~~observation~~]
4 and [~~a~~] critiques [~~critique~~] of the actual teaching situation a minimum of four (4) times
5 excluding seminars and workshops.

6 (4) The college supervisors [~~coordinator~~] shall be available to work with the student teacher
7 and personnel in the cooperating school regarding any problems [~~on a problem~~] that may
8 arise relating to the student teaching situation.

9 Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards
10 incorporated by reference under 16 KAR 5:010, the educator preparation [~~teacher education~~]
11 institution shall provide an opportunity for the student teacher to assume major responsibility
12 for the full range of teaching duties in a real school situation under the guidance of qualified
13 personnel from the educator preparation institution and [~~of higher education or~~] the
14 cooperating elementary, middle, or high [~~secondary~~] school.

15 (2) Each educator preparation [~~teacher education~~] institution shall provide a full professional
16 semester to include a period of student teaching for a minimum of twelve (12) weeks, full
17 day, or equivalent, in school settings that correspond to the grade levels and content area(s)
18 of [~~within the grade levels corresponding to~~] the student teacher's certification program.

19 Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards
20 Board shall contract with the local school district, or make other appropriate arrangements,
21 for the direct service of a cooperating teacher to each student teacher.

22 (2)(a) The educator preparation [~~teacher education~~] institution shall electronically submit a
23 report of all cooperating teachers and their corresponding student teachers to the Education
24 Professional Standards Board:

Agenda Book

1 1. On or before October 15 for a cooperating teacher supervising a student teacher during the
2 fall semester; or

3 2. On or before February [~~March~~] 15 for a cooperating teacher supervising a student teacher
4 during the spring semester.

5 (b) Each report shall include:

6 1. The number of contract weeks that the cooperating teacher is working with each student
7 teacher for that semester;

8 2. The cooperating teacher's full name and certificate number;

9 3. The student teacher's full name, Social Security number, [~~and~~] demographic data, and
10 contact information;

11 4. The student teacher's preparation and certification area by assigned certification code; and

12 5. [~~The student teacher's anticipated graduation date; and~~

13 6.] The names [~~name~~] and assigned codes [~~code~~] of the school and school district where the
14 cooperating teacher is employed and the student teaching requirement is being fulfilled. If
15 the certified cooperating teacher is employed in a nonpublic school which meets the state
16 performance standards as established in KRS 156.160 or which has been accredited by a
17 regional or national accrediting association, the institution shall submit the name, assigned
18 code, and address of the school.

19 (c) If an educator preparation [~~a teacher education~~] institution fails to provide the report by
20 the date established in paragraph (a) of this subsection, the Education Professional Standards
21 Board shall not be liable for payment under this administrative regulation.

22 (3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a
23 "Cooperating Teacher Payment Voucher" to each cooperating teacher.

Agenda Book

1 (b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating
2 teacher, building principal, and the college supervisor [~~coordinator~~] as verification of the
3 cooperating teacher's service to the student teacher.

4 (c) To be eligible for compensation under this administrative regulation, the cooperating
5 teacher shall submit the completed voucher to the Education Professional Standards Board:

6 1. On or before December 15 for a cooperating teacher supervising a student teacher during
7 the fall semester; or

8 2. On or before May 1 [~~15~~] for a cooperating teacher supervising a student teacher during the
9 spring semester.

10 (d) If a cooperating teacher fails to provide the completed voucher, or its electronic
11 equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher
12 shall not be eligible to receive any compensation available under this administrative
13 regulation.

14 (4)(a) The [~~maximum amount of the per semester~~] payment to a cooperating teacher shall be
15 determined based upon available funding allocated under the biennial budget bill and the
16 total number of weeks served by all cooperating [~~student~~] teachers reported for the fiscal
17 year.

18 (b) The payment shall be allocated to a cooperating teacher based upon the number of weeks
19 [~~semesters~~] the teacher supervised a student teacher as reported in subsections (2) and (3) of
20 this section.

21 [~~(c) A cooperating teacher who supervises a student teacher for only a portion of the semester~~
22 ~~shall have the payment prorated accordingly.~~

23 (d) ~~The per semester payment to a cooperating teacher shall not exceed the maximum~~
24 ~~amount established in paragraph (a) of this subsection.]~~

Agenda Book

1 (5) Payments to cooperating teachers shall be disbursed to the school districts or to
2 cooperating teachers in nonpublic schools by the Education Professional Standards Board:

3 (a) On an annual basis; and

4 (b) On or before June 15.

5 (6) Compensation to cooperating teachers shall be provided under this administrative
6 regulation if state funds are appropriated for this purpose. Payment of state funds under this
7 administrative regulation shall:

8 (a) Be a supplement to the compensation provided by an educator preparation [~~a teacher~~
9 ~~education~~] institution to a cooperating teacher who is supervising an institution's student
10 teacher; and

11 (b) Not supplant the educator preparation [~~teacher education~~] institutions' compensation
12 responsibility.

13 Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised
14 7/2000, is incorporated by reference.

15 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
16 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
17 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

18

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item E](#)

Information Item:

16 KAR 2:010, Kentucky Teaching Certificates, Amendment, Notice of Intent

Applicable Statutes and Regulations:

KRS 161.020, 161.028 (1) (a), 161.03016 KAR 2:010

Applicable Goal:

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

Background:

In 2004, the Educational Professional Standards Board amended 16 KAR 2:010 to assist districts in meeting Highly Qualified (HQ) requirements established by The No Child Left Behind Act of 2001 by developing the TC-HQ route to add to and/or extend a current Kentucky teaching certificate. The TC-HQ allows certificate modifications by using a combination of past teaching experience, professional development, awards and achievements, and relevant coursework, which is patterned after the High Objective Uniform State Standard of Evaluation (HOUSSE) index. This index is approved by the federal government to determine a teacher's HQ status.

EPSB approved the use of the TC-HQ until June 30, 2006. Since its implementation, a total of 62 persons have used this route, representing over 50 districts. The bulk of these certificate changes have been in the middle school area. These extensions or endorsements can be added to the 8-12 certificate upon evidence of a major in the appropriate certification area. Anecdotal comments from district superintendents and human resource directors have been very positive with regard to this option, which many believe should be permanent.

Since the current wording of the regulation requires the TC-HQ option to cease effective June 2006, EPSB staff is asking the Board to consider extending its use beyond this date.

Groups/Persons Consulted:

1. Local school district superintendents
2. Human resources directors.

Agenda Book

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Executive Director

Date:

March 20, 2006

Agenda Book

1 **16 KAR 2:010. Kentucky teaching certificates.**

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

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

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the

5 Education Professional Standards Board to establish the standards for obtaining and

6 maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for

7 programs for the preparation of teachers and other professional school personnel. KRS

8 161.028(1)(f) requires the board to issue and renew any certificate. This administrative

9 regulation establishes the Kentucky certification to be issued for teaching positions.

10 Section 1. Definitions. (1) "Approved program of preparation" means a program which has

11 been approved by the Education Professional Standards Board under 16 KAR 5:010 for a

12 specific certification or which has been approved for certification by the state education

13 agency of another state.

14 (2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and

15 established in 16 KAR 6:010.

16 (3) "Base certificate" means a stand-alone license to teach which encompasses authorization

17 to teach introductory and interdisciplinary courses in related fields.

18 (4) "Beginning teacher internship" means one (1) year of supervision, assistance, and

19 assessment required by KRS 161.030 and established in 16 KAR 7:010.

20 (5) "Certificate endorsement" means an addition to a base or restricted base certificate, which

21 is limited in scope and awarded on the basis of completion of an endorsement program or a

22 combination of educational requirements, assessments and experience as outlined in Section

23 5 of this administrative regulation.

Agenda Book

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

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

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

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

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

9 (b) An applicant for whom the testing and internship requirement is waived under KRS
10 161.030 based on preparation and experience completed outside Kentucky.

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

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

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

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

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

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

22 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit

23 completed, including undergraduate and graduate coursework; or

Agenda Book

- 1 2. As required by Section 4(2)(g)6 and (4)(e) of this administrative regulation, a master's
2 degree with:
- 3 a. A cumulative grade point average of 2.50 on a 4.0 scale; or
 - 4 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
5 completed, including undergraduate and graduate coursework;
 - 6 (b) An approved program of preparation; and
 - 7 (c) The assessments corresponding to the certificate identified in Section 4 of this
8 administrative regulation for which application is being made.
- 9 (2) Upon confirmation of employment in an assignment for the grade level and specialization
10 identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be
11 issued for the duration of the beginning teacher internship established under KRS 161.030.
- 12 (3) Upon successful completion of the internship, a Professional Teaching Certificate shall be
13 issued, valid for a four (4) year period.
- 14 Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require
15 completion of a fifth-year program of preparation which is consistent with:
- 16 (a) The experienced teacher standards established in 16 KAR 1:010; or
 - 17 (b) The standards adopted by the Education Professional Standards Board for a particular
18 professional education specialty and established in an applicable administrative regulation.
- 19 (2) The first five (5) year renewal shall require:
- 20 (a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to
21 the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration
22 of the certificate; or
 - 23 (b) Completion of the professional development plan and a partial portfolio for the
24 continuing education option established in 16 KAR 8:030.

Agenda Book

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

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

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

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

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

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

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

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

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

17 (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR
18 2:040;

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

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

Agenda Book

- 1 2. A candidate for the elementary certificate may simultaneously prepare for certification for
2 teaching exceptional children.
- 3 (c)1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1)
4 major to be selected from:
- 5 a. English and communications;
 - 6 b. Mathematics;
 - 7 c. Science; or
 - 8 d. Social studies;
- 9 2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school
10 teaching fields to be selected from:
- 11 a. English and communications;
 - 12 b. Mathematics;
 - 13 c. Science; or
 - 14 d. Social studies;
- 15 3. A candidate who chooses to simultaneously prepare for teaching in the middle school and
16 for an additional base or restricted base certificate issued under this subsection or subsection
17 (3) of this section, including certification for teaching exceptional children, shall be required
18 to complete one (1) middle school teaching field;
- 19 (d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the
20 following specializations:
- 21 1. English;
 - 22 2. Mathematics;
 - 23 3. Social studies;
 - 24 4. Biology;

Agenda Book

- 1 5. Chemistry;
- 2 6. Physics; or
- 3 7. Earth science;
- 4 (e) Grades five (5) through twelve (12) with one (1) or more of the following specializations:
 - 5 1. Agriculture;
 - 6 2. Business and marketing education;
 - 7 3. Family and consumer science;
 - 8 4. Industrial education; or
 - 9 5. Technology education;
- 10 (f) All grade levels with one (1) or more of the following specialties:
 - 11 1. Art;
 - 12 2. A foreign language;
 - 13 3. Health;
 - 14 4. Physical education;
 - 15 5. Integrated music;
 - 16 6. Vocal music;
 - 17 7. Instrumental music; or
 - 18 8. School media librarian;
- 19 (g) Grades primary through twelve (12) for teaching exceptional children and for
20 collaborating with teachers to design and deliver programs for preprimary children, for one
21 (1) or more of the following disabilities:
 - 22 1. Learning and behavior disorders;
 - 23 2. Moderate and severe disabilities;
 - 24 3. Hearing impaired;

Agenda Book

- 1 4. Hearing impaired with sign proficiency;
 - 2 5. Visually impaired;
 - 3 6. Communication disorders, valid at all grade levels for the instruction of exceptional
 - 4 children and youth with communication disorders, which shall require a master's degree in
 - 5 communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2;
 - 6 or
 - 7 7. Communication disorders - SLPA only, valid at all grade levels for the instruction of
 - 8 exceptional children and youth with communication disorders, which shall require a
 - 9 baccalaureate degree in communication or speech language pathology, in accordance with 16
 - 10 KAR 2:050, Section 3.
- 11 (3) A restricted base certificate shall be issued specifying one (1) or more of the following
- 12 grade level and specialization authorizations:
- 13 (a) Psychology, grades 8-12;
 - 14 (b) Sociology, grades eight (8) through twelve (12);
 - 15 (c) Journalism, grades eight (8) through twelve (12);
 - 16 (d) Speech/media communications, grades eight (8) through twelve (12);
 - 17 (e) Theater, primary through grade twelve (12);
 - 18 (f) Dance, primary through grade twelve (12);
 - 19 (g) Computer information systems, primary through grade twelve (12); or
 - 20 (h) English as a second language, primary through grade twelve (12).
- 21 (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be
- 22 issued specifying one (1) or more of the following grade level and specialization
- 23 authorizations:
- 24 (a) Computer science, grades eight (8) through twelve (12);

Agenda Book

- 1 (b) English as second language, primary through grade twelve (12);
- 2 (c) Gifted education, primary through grade twelve (12);
- 3 (d) Driver education, grades eight (8) through twelve (12);
- 4 (e) Reading and writing which shall require a master's degree in reading, primary through
- 5 grade twelve (12);
- 6 (f) Instructional computer technology, primary through grade twelve (12);
- 7 (g) Other instructional services - school safety, primary through grade twelve (12);
- 8 (h) Other instructional services - environmental education, primary through grade twelve
- 9 (12);
- 10 (i) Other instructional services - school nutrition, primary through grade twelve (12). The
- 11 endorsement for school nutrition shall be obtained by either:
 - 12 1. Completion of the requirements of Section 5(2) of this administrative regulation; or
 - 13 2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the
 - 14 American School Food Service Association (ASFSA); or
- 15 (j) Learning and behavior disorders, grades eight (8) through (12).
 - 16 1. This endorsement shall be issued following completion of the requirements of Section 5(2)
 - 17 of this administrative regulation; and
 - 18 2. This endorsement shall only be issued to candidates with preparation and certification for a
 - 19 base or restricted base certificate for the secondary grades eight (8) through twelve (12).
- 20 Section 5. Additional Certification. (1) A certificate extension may be issued for any base or
- 21 restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation
- 22 and shall require:
 - 23 (a) A valid base or restricted base certificate, including a statement of eligibility;
 - 24 (b) Successful completion of the applicable assessments; and

Agenda Book

- 1 (c) Recommendation from an approved preparation program upon demonstration of
2 competency in the relevant teaching methodology verified via coursework, field experience,
3 portfolio, or other proficiency evaluation.
- 4 (2) A certificate endorsement may be issued for any area listed in Section 4(4) of this
5 administrative regulation and shall require:
- 6 (a) A valid base or restricted base certificate, including a statement of eligibility;
7 (b) Successful completion of the applicable assessments; and
8 (c) Recommendation from an approved preparation program.
- 9 (3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the
10 No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., the Education Professional
11 Standards Board establishes an [~~a time limited~~] option for professionally certified teachers to
12 add certificate endorsements and/or extensions.
- 13 (b) A [~~For applications received from the effective date of this administrative regulation~~
14 ~~through June 30, 2006, a~~] certificate extension or certificate endorsement may be issued if an
15 educator submits a completed application and meets the following requirements:
- 16 1. A valid Kentucky professional teaching certificate;
17 2. Current employment in a certified position or a bona fide offer of employment in a
18 certified position in a Kentucky public school;
19 3. Successful completion of the applicable content assessments; and
20 4. Either:
21 a. A declared major in the area of certification being sought; or
22 b. A combination of education, experience, professional development, awards and
23 achievements in the area of certification being sought sufficient to demonstrate subject matter
24 competency as evidenced by a score of ninety (90) points on the HOUSSSE Index contained

Agenda Book

1 within the application form, TC-HQ. Coursework must be validated on the application by a
2 Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the
3 purposes of this option.

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

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

11 Section 7. Application for certification or additional certification shall be made on Form TC-
12 1 and shall be accompanied by the fees required by 16 KAR 4:040.

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

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

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

17 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
18 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
19 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Information/Discussion Item F

Information Item:

16 KAR 2:140, Probationary Certificate for Teachers of Children, Birth to Primary, Amendment, Notice of Intent

16 KAR 2:150, Probationary Certificate for Teachers of Technology Education, Amendment, Notice of Intent

16 KAR 2:160, Probationary Certificate for Teachers of Exceptional Children, Amendment, Notice of Intent

16 KAR 2:170, Probationary Certificate for Middle School Teachers, Amendment, Notice of Intent

Applicable Statutes and Regulations:

KRS 161.028, KRS 161.030, 16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, 16 KAR 2:170

Applicable Goal:

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

Background:

With the passage of the federal No Child Left Behind (NCLB) legislation, the Education Professional Standards Board approved a series of documents clarifying a variety of issues, including determination of the types of Kentucky teaching certificates that constitute "full state certification." This determination is necessary for schools to determine the "highly qualified" status of core content teachers on the annual Highly Qualified (HQ) Report.

Probationary certificates have not been identified as "full state certification" because current EPSB regulations do not specify a set period of time during which all probationary coursework must be completed. Completion of such coursework allows EPSB staff to issue a professional certificate in the specific area sought. However, in the 2003 EPSB document, entitled *Identifying "Highly Qualified" Teachers Pursuant to the No Child Left Behind Act of 2001*, EPSB addressed probationary certificates by stating that regulations would be revised to address the issue of completion time for coursework as follows:

Agenda Book

The EPSB currently issues several “probationary certificates” to candidates who have a defined set of qualifications, but lack “full State certification” in that content area. The candidate qualifications and program requirements mirror those of the alternative routes to certification. Only candidates who complete “full State certification” in three years can be considered for meeting the alternative route to certification program requirements of 34 CFR §200.56 (a), and the EPSB will amend its relevant regulations to align the probationary certificate with NCLB requirements.

EPSB staff have amended language in the four regulations governing the types of probationary certificates to align these with NCLB requirements concerning “full state certification” by establishing a three-year time limit to complete all coursework required. This time limit would allow the granting of a professional certificate in the area sought. 16 KAR 2:150 has also been amended to reflect changes in the governing entities in the area of career and technical education.

If the Education Professional Standards Board concurs with staff on the revision to these regulations (drafts that follow), an action item for final approval will be presented at the May 2006 Board meeting.

Groups/Persons Consulted:

1. Local school district superintendents and
2. Human resources managers

Contact Persons:

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Executive Director

Date:

March 20, 2006

Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 2:140. Probationary certificate for teachers of children, birth to primary.**

4 RELATES TO: KRS 157.3175, 161.020, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a
7 teacher and other professional school personnel hold a certificate of legal qualification for the
8 respective position to be issued upon completion of a program of preparation prescribed by
9 the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education
10 Professional Standards Board to establish the standards for obtaining and maintaining a
11 teaching certificate. KRS 161.028(1)(b) requires a teacher education institution be approved
12 for offering the preparation program corresponding to a particular certificate on the basis of
13 standards and procedures established by the Education Professional Standards Board. KRS
14 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any
15 certificate. This administrative regulation establishes a plan for recruiting qualified
16 individuals into positions for teachers of children ages birth to primary age.

17 Section 1. Definition. "Qualified teacher" means a teacher who holds an interdisciplinary
18 early childhood education certificate or who has received an approval identified in 16 KAR
19 2:040, Section 5.

20 Section 2. If a qualified teacher is not available for the position as teacher of children birth to
21 primary age, as attested by the local school superintendent, the superintendent, on behalf of
22 the local board of education, may request a one (1) year probationary interdisciplinary early
23 childhood education certificate be issued as provided in this administrative regulation.

Agenda Book

- 1 (1) A prerequisite for a one (1) year probationary interdisciplinary early childhood education
2 certificate for teaching children, birth to primary age, shall be:
- 3 (a) A certificate or statement of eligibility in kindergarten or elementary special education;
4 (b) A baccalaureate or advanced degree in early childhood education, early childhood special
5 education, or child development with:
- 6 1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or
7 2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of
8 credit completed, including undergraduate and graduate coursework; or
9 (c) A certificate in another area, if the applicant has had one (1) year of teaching children
10 birth through age five (5) years.
- 11 (2) The applicant shall have:
- 12 (a) Enrolled in an approved preparation program for certification in interdisciplinary early
13 childhood education established in 16 KAR 2:040; and
14 (b) Completed a minimum of nine (9) semester hours of credit in the development of children
15 below primary age or in special education.
- 16 (3) The requirements established in subsection (2) of this section shall be verified by
17 submission of a curriculum contract completed by the teacher education institution with an
18 approved interdisciplinary early childhood education preparation program.
- 19 (4) The applicant shall complete twelve (12) clock hours of training established by the
20 Kentucky Department of Education prior to employment.
- 21 (5) The applicant shall complete an additional six (6) clock hours of training established by
22 the Kentucky Department of Education within the first three (3) months of employment.

Agenda Book

1 (6) To apply for the probationary interdisciplinary early childhood education certificate, the
2 applicant shall submit a completed Form TC-BP to the Education Professional Standards
3 Board.

4 Section 3. Requirements for Renewal of a Probationary Interdisciplinary Early Childhood
5 Education Certificate. (1) The first renewal of the probationary interdisciplinary early
6 childhood education certificate shall be for one (1) year based upon successful completion of
7 the following requirements:

8 (a) Evidence of employment in a Kentucky school district or nonpublic school as a teacher of
9 children ages birth to primary;

10 (b) Completion of at least six (6) semester hours or its equivalent from the approved
11 interdisciplinary early childhood education preparation program as indicated on the teacher's
12 curriculum contract; and

13 (c) Successful completion of the Kentucky Teacher Internship Program established in 16
14 KAR 7:010. A teacher who has successfully completed the Kentucky Teacher Internship
15 Program prior to issuance of the initial probationary certificate or who is not required to
16 complete the internship program under the requirements for out-of-state teachers established
17 in KRS 161.030(5) shall not be required to complete the internship program again while
18 serving on the probationary certificate.

19 (2) (a) Subsequent one (1) year renewals of the probationary interdisciplinary early childhood
20 education certificate shall require at least six (6) semester hours or its equivalent of additional
21 credit from the approved interdisciplinary early childhood education preparation program as
22 indicated on the teacher's curriculum contract.

Agenda Book

1 (b) In compliance with the Federal No Child Left Behind Act of 2001 requirements
2 established in 20 U.S.C. 7801(23) and 34 C.F.R. Part 200.56, the total validity period of the
3 probationary certificate for middle school teachers shall not exceed three (3) years.

4 (3) Upon successful completion of all program requirements for the approved
5 interdisciplinary early childhood education preparation program established in 16 KAR
6 2:040, including successful completion of all required assessments established in 16 KAR
7 6:010, a professional certificate for interdisciplinary early childhood education, birth to
8 primary, valid for five (5) years shall be issued.

9 (4) Program requirements for completion of the interdisciplinary early childhood education
10 preparation program while serving on the probationary certificate established in this
11 administrative regulation shall not include student teaching.

12 Section 4. Incorporation by Reference. (1) Form TC-BP, rev. 10/02, Education Professional
13 Standards Board, is incorporated by reference.

14 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
15 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
16 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 2:150. Probationary certificate for teachers of technology education.**

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

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

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a
7 teacher and other professional school personnel hold a certificate of legal qualification for
8 their respective position to be issued upon completion of a program of preparation prescribed
9 by the Education Professional Standards Board. Pursuant to KRS 161.028, a teacher
10 education institution is required to be approved for offering the preparation program
11 corresponding to a particular certificate on the basis of standards and procedures established
12 by the Education Professional Standards Board. This administrative regulation establishes a
13 plan for recruiting certified classroom teachers into positions for teachers of technology
14 education.

15 Section 1. Definition. "Qualified teacher" means a teacher who holds certification as a
16 technology education teacher unless the superintendent of the employing school district has
17 documented evidence that the teacher is unsuitable for appointment.

18 Section 2. Requirements for a Probationary Certificate for Teachers of Technology
19 Education. (1) If a qualified teacher is not available for the position of technology education
20 teacher as attested to by the local superintendent, the superintendent may request that a one
21 (1) year probationary certificate be issued for a specific technology education offering as
22 approved by the Division of Career and Technical Education to a teacher who:

23 (a) Holds one (1) of the following:

Agenda Book

- 1 1. A valid classroom teaching certificate for teaching in the middle school or secondary
- 2 school; or
- 3 2. A bachelor's degree in a related area of concentration or major approved by a Division of
- 4 Career and Technical Education technology consultant, and a designated university teacher
- 5 educator;
- 6 (b)1. Has a cumulative grade point average of 2.5 on a 4.0 scale; or
- 7 2. Has a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit
- 8 completed, including undergraduate and graduate coursework;
- 9 (c) Meets the minimum standards for admission to a teacher education preparation program
- 10 at an approved institution of higher education;
- 11 (d) Develops a continuous plan for curriculum completion with an approved institution for
- 12 technology education; and
- 13 (e) Documents 1000 clock hours or six (6) months of full-time employment of work related
- 14 experience or other exceptional life experience related to teaching technology education.
- 15 (2) Upon completion of all requirements established in subsection (1) of this section, the
- 16 candidate shall be issued a probationary certificate for teachers of technology education,
- 17 valid for one (1) year. The Division of Career and Technical Education, in cooperation with a
- 18 technology education teacher educator, shall grant approval for each course to be taught by a
- 19 probationary teacher.
- 20 Section 3. Requirements for Renewal of a Probationary Certificate for Teachers of
- 21 Technology Education. (1) The first renewal of the probationary certificate for teachers of
- 22 technology education shall be for one (1) year, based upon the successful completion of the
- 23 following requirements:
- 24 (a) Evidence of employment by a participating district;

Agenda Book

1 (b) Completion of eighteen (18) clock hours of orientation and management training
2 provided through the technology education new teacher institute, within the first six (6)
3 weeks of employment;

4 (c) Completion of at least six (6) semester hours from the continuous curriculum plan; and

5 (d) Successful completion of the internship program required by KRS 161.030 and 16 KAR
6 7:010.

7 (2) The [~~continued one (1) year renewal of the~~] probationary certificate may be renewed a
8 maximum of two (2) times and shall require at the time of application proof of the
9 completion of at least six (6) hours of additional credit from the preapproved continuous
10 curriculum plan.

11 (3) Upon successful completion of all requirements for an approved teacher preparation
12 program, including successful completion of all required assessments identified in 16 KAR
13 6:010, a professional certificate for industrial technology shall be issued valid for five (5)
14 years.

15 Section 4. Requirements for Extending the Probationary Certificate. The probationary
16 certificate may be extended to include additional technology education offerings upon
17 recommendation by the Division of Career and Technical Education and the technology
18 education teacher educator. The renewal requirements for the probationary certificate as
19 outlined in Section 3 apply to extensions of the probationary certificate.

20 Section 5. Upon recommendation by the teacher education institution, teaching experience
21 performed in a full-time position requiring certification for technology education teachers
22 may be substituted for the student teaching requirement.

Agenda Book

1 EDUCATION PROFESSIONAL STANDARDS BOARD

2 (AMENDMENT)

3 16 KAR 2:160. Probationary certificate for teachers of exceptional children.

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028 and 161.030

7 require that teachers and other professional school personnel hold certificates of legal
8 qualifications for their respective positions to be issued upon completion of programs of
9 preparation prescribed by the Education Professional Standards Board. This administrative
10 regulation establishes a plan for recruiting certified classroom teachers into positions for
11 teachers of exceptional children.

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

15 Section 2. If a qualified teacher is not available for the position of teacher of exceptional
16 children as attested by the local school superintendent, the superintendent, on behalf of the
17 local board of education, may request a one (1) year probationary certificate be issued as
18 provided in this administrative regulation.

19 (1)(a)1. A valid classroom certificate or an internship statement of eligibility for grades K-4,
20 1-8, P-5, 5-9, or 5-8 shall be a prerequisite for a one (1) year probationary certificate for
21 learning and behavior disorders, grades P-12; for hearing impaired, grades P-12; and for
22 visually impaired, grades P-12.

23 2. The applicant shall have enrolled in a preparation program in the certification area for
24 which application is being made, and shall have completed a minimum preparation of nine

Agenda Book

1 (9) semester hours of credit from the special education component of the approved
2 curriculum.

3 (b)1. A valid classroom teaching certificate or an internship statement of eligibility for grades
4 7-12, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1) year probationary
5 certificate for learning and behavior disorders, grades P-12; for the endorsement for learning
6 and behavior disorders, grades 8-12; for hearing impaired, grades P-12; and for visually
7 impaired, grades P-12.

8 2. The applicant shall have enrolled in a preparation program in the certification area for
9 which application is being made, and shall have completed three (3) semester hours in the
10 teaching of reading and a minimum preparation of nine (9) semester hours of credit from the
11 special education component of the approved curriculum.

12 (c)1. A valid classroom teaching certificate or an internship statement of eligibility for grades
13 K-4, 1-8, 5-8, 7-12, P-5, 5-9, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1)
14 year probationary certificate for teaching the moderately and severely disabled, grades P-12.

15 2. The applicant shall have enrolled in a preparation program for teaching the moderately and
16 severely disabled and shall have completed nine (9) semester hours of credit from the special
17 education component of the approved curriculum for teaching the moderately and severely
18 disabled.

19 (d)1. A certificate for teaching exceptional children, including interdisciplinary early
20 childhood education, shall be a prerequisite for a one (1) year probationary certificate for
21 teaching learning and behavior disorders, grades P-12; the endorsement for learning and
22 behavior disorders, grades 8-12; hearing impaired, grades P-12; visually impaired, grades P-
23 12; or moderately and severely disabled, grades P-12.

Agenda Book

1 2. The applicant shall have enrolled in a preparation program in the certification area for
2 which application is being made, and shall have completed a minimum preparation of nine
3 (9) semester hours of credit from the special education component of the approved
4 curriculum.

5 (2) The applicant shall complete twelve (12) clock hours of training as required by the Office
6 of Special Instructional Services.

7 (3)(a) The applicant shall complete an additional six (6) clock hours of training during the
8 fall conference conducted by the Division of Exceptional Children Services. Teachers
9 employed after the fall conference shall complete these six (6) hours of training during the
10 spring conference of the Council for Exceptional Children; or

11 (b) If the applicant is unable to attend either the fall conference or the spring conference, the
12 applicant shall complete an additional six (6) clock hours of training offered through one (1)
13 of the state's eleven (11) special education cooperatives. The training shall be similar to the
14 topics covered at the conferences.

15 (4) The Kentucky Department of Education shall report to the Education Professional
16 Standards Board those probationary certified teachers of exceptional children who have not
17 completed the training requirements established in subsections (2) and (3) of this section by
18 June 30 of each year for the preceding school year.

19 (5) Application for a probationary certificate for a teacher of exceptional children shall be
20 made on Form TC-19.

21 Section 3. The [~~renewal of the one (1) year~~] probationary certificate for teachers of
22 exceptional children may be renewed a maximum of two (2) times and shall require at the
23 time of application, proof of the completion of a minimum of six (6) semester hours of

Agenda Book

1 additional credit from the special education component to be completed by September 1 of
2 the year of expiration.

3 Section 4. Upon recommendation by the teacher education institution, teaching experience
4 performed in a full-time position requiring certification for teachers of exceptional children
5 shall be substituted for the special education portion of the student teaching requirement.

6 Section 5. An applicant holding a classroom teaching certificate who is recruited into a
7 position for teachers of exceptional children under this administrative regulation shall
8 complete the assessment requirements identified in 16 KAR 2:010 and 16 KAR 6:010 for
9 teaching exceptional children, grades primary through twelve (12).

10 Section 6. Incorporation by Reference. (1) Form TC-19, revised 7/2001, is incorporated by
11 reference.

12 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
13 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
14 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 2:170. Probationary certificate for middle school teachers.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a

7 teacher and other professional school personnel hold a certificate of legal qualifications for

8 the respective position to be issued upon completion of a program of preparation prescribed

9 by the Education Professional Standards Board. KRS 161.028 requires the Education

10 Professional Standards Board to establish the standards for obtaining and maintaining a

11 teaching certificate. This administrative regulation establishes the probationary certificate for

12 middle school teachers and the requirements for issuance and renewal of this certificate.

13 Section 1. Definition. "Qualified teacher" means a teacher who holds the appropriate

14 certification as a middle school teacher unless the superintendent of the employing school

15 district has documented evidence that the teacher is unsuitable for appointment.

16 Section 2. Requirements for Issuance of the Probationary Certificate for Middle School

17 Teachers, Grades Five (5) Through Nine (9). (1) If a qualified teacher is not available for the

18 position of middle school teacher at the grade level and content area necessary as attested by

19 the local superintendent, the superintendent may request a one (1) year probationary

20 certificate for a teacher who:

21 (a) Holds at least a valid Kentucky teaching statement of eligibility or Kentucky teaching

22 certificate issued by the Education Professional Standards Board;

23 (b)1. Has a cumulative grade point average of 2.5 on a 4.0 scale; or

Agenda Book

- 1 2. Has a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit
2 completed, including undergraduate and graduate coursework;
- 3 (c) Has an offer of employment from a Kentucky school district or accredited nonpublic
4 school in grades five (5) through nine (9) in a content area or areas;
- 5 (d) Has enrolled in an approved middle school preparation program for the content area or
6 areas for which certification is sought; and
- 7 (e) Has successfully completed at least twelve (12) semester credit hours of content
8 coursework in each content area for which certification is sought.
- 9 (2) Application shall be made on Form TC-MG.
- 10 (3) Compliance with the requirements established in subsection (1)(d) and (e) of this section
11 shall be verified by submission of a curriculum contract completed by the teacher education
12 institution with an approved middle school preparation program in the content area or areas
13 for which certification is sought.
- 14 (4)(a) Upon completion of all requirements established in this section, the applicant shall be
15 issued a probationary certificate for middle school teachers in the content area or areas valid
16 for one (1) year.
- 17 (b) The probationary certificate shall be valid for teaching grades five (5) through nine (9) in
18 the content area or areas indicated on the face of the certificate.
- 19 Section 3. Requirements for Renewal of a Probationary Certificate for Middle School
20 Teachers, Grades Five (5) Through Nine (9). (1) The first renewal of the probationary
21 certificate for middle school teachers shall be for one (1) year based upon successful
22 completion of the following requirements:

Agenda Book

1 (a) Evidence of employment in a Kentucky school district or nonpublic school in grades five
2 (5) through nine (9) in the content area or areas indicated on the initial probationary
3 certificate;

4 (b) Completion of at least six (6) semester hours or its equivalent from the approved middle
5 school preparation program as indicated on the teacher's curriculum contract; and

6 (c) Successful completion of the Kentucky Teacher Internship Program established in 16
7 KAR 7:010. Teachers who have successfully completed the Kentucky Teacher Internship
8 Program prior to issuance of the initial probationary certificate or who are not required to
9 complete the internship program under the requirements for out-of-state teachers established
10 in KRS 161.030(5) shall not be required to complete the internship program again while
11 serving on the probationary certificate.

12 (2) (a) Subsequent one (1) year renewals of the probationary certificate for middle school
13 teachers shall require at least six (6) semester hours or its equivalent of additional credit from
14 the approved middle school preparation program as indicated on the teacher's curriculum
15 contract.

16 (b) In compliance with the Federal No Child Left Behind Act of 2001 requirements
17 established in 20 U.S.C. 7801(23) and 34 C.F.R. Part 200.56, the total validity period of the
18 probationary certificate for middle school teachers shall not exceed three (3) years.

19 (3) Upon successful completion of all program requirements for the approved middle school
20 preparation program, including successful completion of all required assessments established
21 in 16 KAR 6:010, a professional certificate for teaching middle school established in 16
22 KAR 2:010 and valid for five (5) years shall be issued.

Agenda Book

- 1 (4) Program requirements for completion of the middle school preparation program while
- 2 serving on the probationary certificate for middle school teachers shall not include student
- 3 teaching.
- 4 Section 4. Incorporation by Reference. (1) Form TC-MG, rev. 7/2002, Education
- 5 Professional Standards Board, is incorporated by reference.
- 6 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
- 7 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
- 8 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item G](#)

Information Item:

16 KAR 2:020, Occupation-Based Career and Technical Education Certification, Amendment, Notice of Intent

Applicable Statutes and Regulations:

KRS 161, 020, KRS 161.028, KRS 161.030, 16 KAR 2:020

Applicable Goal:

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

Background:

In reviewing all career and technical education certificates, university instructors asked EPSB staff to address the current regulation's (16 KAR 2:020) allowance of occupational proficiency evaluations and assessments to be used in lieu of actual coursework for the renewal of occupation-based certificates. This allowance may act to delay the new teacher's entry into the required 64-hour planned program. Such delay does not support the need for these teachers to progress in a timely manner toward completion of university coursework. (These teachers may enter the career and technical education classroom without a bachelor's degree due to the need for the candidates' strong background in a career field.)

If the Board concurs with staff on the revision to the regulation, an action item for final approval will be presented at the May 2006 Board meeting.

Groups/Persons Consulted:

1. University instructors of career and technical education,
2. Administrators from the Kentucky Department of Education (KDE), and
3. Department of Workforce Development

Agenda Book

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Executive Director

Date:

March 20, 2006

Agenda Book

1 **16 KAR 2:020. Occupation-based career and technical education certification.**

2 RELATES TO: KRS 156.095, 161.020, 161.028, 161.030

3 STATUTORY AUTHORITY: KRS 161.028, 161.030

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030

5 require that teachers and other professional school personnel hold certificates of legal

6 qualifications for their respective positions to be issued upon completion of programs of

7 preparation prescribed by the Education Professional Standards Board. This administrative

8 regulation establishes the qualifications for teachers of occupation-based career and technical

9 education and implements the testing and internship requirements of KRS 161.030.

10 Section 1. (1) The certificates for occupation-based career and technical education

11 established in this administrative regulation shall be issued and renewed for occupation-

12 based career and technical education teachers employed by the public schools, the Office of

13 Career and [Department for] Technical Education of the Department of Workforce

14 Investment [Development Cabinet], the Kentucky Community and Technical College

15 System, or the Kentucky Department of Education.

16 (2) The certificates may be issued for any information technology, industrial education,

17 public service, health science, or human services occupation area for which programs may be

18 offered under the Kentucky ~~[State Plan for Career and Technical Education established in 704~~

19 ~~KAR 3:304 or the Kentucky]~~ Program of Studies established in 704 KAR 3:303.

20 (3) Certificates for occupation-based career and technical education established in this

21 administrative regulation:(a) Shall be initially issued to teacher candidates who are employed

22 based upon required occupational experience in the subject area to be taught; and

23 (b) Shall not require a college degree for initial issuance.

Agenda Book

- 1 Section 2. Issuance and Renewal of One (1) Year Provisional Certificates. (1) Initial
2 issuance. A provisional internship certificate for teaching occupation-based career and
3 technical education, valid for teaching only the subject or subjects stated on the face of the
4 certificate, shall be issued for a duration period of one (1) year upon completion of the
5 following requirements:
- 6 (a) High school graduation or its equivalent determined by evidence of an acceptable score
7 on the general education development test administered by an approved testing center;
- 8 (b) Four (4) years of successful and appropriate occupational experience in the area to be
9 taught, with:
- 10 1. At least two (2) years of the occupational experience completed within the last five (5)
11 years. A maximum of one (1) year of the required work experience may be satisfied by
12 completion of an accredited vocational preparation program for the occupation to be taught;
13 and
- 14 2. The occupational experience confirmed by the Kentucky Department of Education, the
15 Department of Workforce Investment [~~for Technical Education~~], or the Kentucky
16 Community and Technical College System;
- 17 (c) The completion of the testing provisions established in 16 KAR 6:020; and
- 18 (d) An offer of employment from a local school district, the Kentucky Department of
19 Education, the Department of Workforce Investment [~~for Technical Education~~], or the
20 Kentucky Community and Technical College System.
- 21 (2) First renewal of one (1) year provisional certificates.
- 22 (a) The first renewal of the one (1) year provisional certificate shall require the successful
23 completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010; and

Agenda Book

- 1 (b) The completion of three (3) semester hours of credit in occupation-based career and
2 technical education laboratory/classroom management. This requirement may be met by
3 successfully completing the New Teacher Institute sponsored by the Department of of
4 Workforce Investment [~~for Technical Education~~].
- 5 (3) Subsequent renewal of one (1) year provisional certificate.
- 6 (a) Any subsequent renewal of the one (1) year provisional certificate after the successful
7 completion of the internship shall require the completion of a minimum of six (6) semester
8 hours of college credit for each renewal selected from the sixty-four (64) semester hour
9 planned program for the preparation of teachers in information technology, industrial
10 education, public service, health science, or human services occupations established in
11 Section 4 of this administrative regulation; and
- 12 (b) Documentation of completion of four (4) days of professional development as required by
13 KRS 156.095 and 158.070.
- 14 (4) Credit granted by a regionally or nationally accredited postsecondary institution for
15 occupational proficiency based upon past relevant experience or credit by examination shall
16 not be applied toward the provisional certificate renewal requirements
- 17 (5) [(4)] The one (1) year provisional certificate shall be limited to nine (9) one (1) year
18 renewals for a total validity period of ten (10) years, which do not need to be consecutive.
- 19 (6) [(5)] Credit granted by a regionally- or nationally-accredited postsecondary institution for
20 occupational proficiency shall be applied toward the certificate renewal requirements
21 established in this section.
- 22 (7) [(6)] Upon completion of the sixty-four (64) hour planned program established in Section
23 4 of this administrative regulation, the teacher shall:

Agenda Book

1 (a) Receive the professional certificate established in Section 3 of this administrative
2 regulation valid for five (5) years; and

3 (b) Adhere to the subsequent renewal requirements established in Section 3(3) of this
4 administrative regulation.

5 Section 3. Issuance and Renewal of the Professional Certificate. (1) Initial issuance. A
6 professional certificate for teaching occupation-based career and technical education, valid
7 for teaching only the subject or subjects stated on the face of the certificate, shall be issued
8 for a duration period of one (1) year upon completion of the following requirements:

9 (a) Compliance with Section 2(1) of this administrative regulation; and

10 (b) The completion of a planned program consisting of a minimum of sixty-four (64)
11 semester hours of college credit established in Section 4 of this administrative regulation.

12 (2) First renewal.

13 (a) The first renewal shall require the successful completion of the Kentucky Teacher
14 Internship Program established in 16 KAR 7:010.

15 (b) Upon meeting the requirements established in paragraph (a) of this subsection, the teacher
16 shall receive the professional certificate valid for an additional four (4) years.

17 (c) An occupation-based career and technical education teacher who has successfully
18 completed the Kentucky Teacher Internship Program prior to issuance of the initial
19 professional certificate or who is not required to complete the internship program under the
20 requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to
21 complete the internship program again while serving on the professional certificate.

22 (3) Subsequent renewal. The professional certificate shall be renewed for subsequent five (5)
23 year periods upon completion of:

24 (a) Three (3) years of teaching or occupational experience in the occupational specialty; or

Agenda Book

1 (b) Six (6) semester hours of college credit related to the certification area.

2 Section 4. The planned program for occupation-based career and technical education teachers
3 shall:

4 (1) Include a minimum of sixty-four (64) semester hours of college credit with at least
5 twenty-four (24) semester hours in academic and professional education preparation during
6 the first four (4) years of certificate validity;

7 (2) Utilize the proficiency evaluation established in 16 KAR 5:030;

8 (3) Be based upon the experienced teacher standards established in 16 KAR 1:010;

9 (4) Meet the specialty program association standards established in 16 KAR 5:010; and

10 (5) Be accredited by the Education Professional Standards Board using the applicable
11 standards and procedures established in 16 KAR 5:010.

12 Section 5. Information Technology Teachers. (1) A teacher shall possess one (1) of the
13 following credentials to instruct in the field of information technology:

14 (a) Provisional certificate established in Section 2 of this administrative regulation;

15 (b) Professional certificate established in Section 3 of this administrative regulation;

16 (c) Computer information systems certificate established in 16 KAR 2:010;

17 (d) Computer science endorsement established in 16 KAR 2:010; or

18 (e) Instructional computer technology endorsement established in 16 KAR 2:010.

19 (2) If a qualified teacher is not available for the position of information technology teacher,

20 as attested to by the local school superintendent or the Commissioner of the Department of

21 Workforce Investment [~~Technical Education~~], a one (1) year probationary certificate may be

22 issued under the requirements established in 16 KAR 2:190.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item H](#)

Information Item:

16 KAR 3:080, Vocational Education Administrators, Amendment, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.020, KRS 161.028, KRS 161.030, 16 KAR 3:080

Applicable Goal:

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

Background:

In reviewing all career and technical education certificates, EPSB staff believe the current regulation (16 KAR 3:080) is not clear about who may be hired for the position of career and technical school principal. Since there have been no career/technical education candidates in certain parts of the state, institutions have hired administrators who hold the regular principal certificate. During the past three years, university programs have begun to produce more candidates for these positions. However, representatives of the two governing entities for career and technical schools believe there must be more flexibility due to the inevitable regional shortages.

EPSB staff have worked with these entities, as well as representatives from all state institutions who offer the career and technical principal certification program, to construct a proposed amendment that would allow the employment of principal candidates who possess the regular principal certification along with an appropriate career and technical teaching background.

The proposed amendment would also lengthen the teaching experience requirement for such principals to three years. Lengthening the teaching experience requirement would align 16 KAR 3:080 with other regulations governing administrative certificates. In addition, the proposed amendment makes changes to the governing entities' names and streamlines language regarding to previously issued career and technical supervision certificates.

If the Board concurs with staff on the amendment, an action item for final approval will be presented at the May 2006 Board meeting.

Agenda Book

Groups/Persons Consulted:

1. University instructors of career and technical education,
2. Administrators from the Kentucky Department of Education (KDE), and
3. Department of Workforce Development

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Executive Director

Date:

March 20, 2006

Agenda Book

1 EDUCATION PROFESSIONAL STANDARDS BOARD

2 (AMENDMENT)

3 **16 KAR 3:080. Career and Technical Education [~~Vocational education~~] administrators.**

4 RELATES TO: KRS 161.020, 161.025, 161.027, 161.030

5 STATUTORY AUTHORITY: KRS 156.070, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.025, and 161.030

7 require that teachers and other professional school personnel hold certificates of legal
8 qualifications for their respective positions to be issued upon completion of programs of
9 preparation prescribed and approved by the Education Professional Standards Board [~~by the~~
10 ~~Kentucky Council on Teacher Education and Certification and approved by the State Board~~
11 ~~of Education~~]; furthermore, the teacher education institutions are required to be approved for
12 offering the preparation programs corresponding to particular certificates [~~on the basis of~~
13 ~~standards and procedures recommended by the council and approved~~] by the Education
14 Professional Standards Board [~~state board~~]. KRS 161.027 moreover, mandates testing and
15 internship requirements for
16 principals. This administrative regulation establishes appropriate certificate conditions for
17 their issuance and renewal, and relates to the corresponding standards and procedures for
18 program approval as included in the Kentucky Standards for Preparation-Certification of
19 Professional School Personnel for career and technical [~~vocational~~] education administrators.
20 Section 1. [(+)] The certificate for administration, supervision, and coordination of vocational
21 education issued only through January 4, 1988 and only under prior versions of this
22 administrative regulation [~~shall be issued in accordance with the pertinent Kentucky statutes~~
23 ~~and State Board of Education administrative regulations to an applicant who has at least two~~
24 ~~(2) years of teaching experience in a vocational education teaching assignment and who has~~

Agenda Book

1 completed the approved program of preparation which corresponds to the certificate at a
2 teacher education institution approved under the standards and procedures included in the
3 Kentucky Standards for Preparation-Certification of Professional School Personnel, as
4 incorporated by reference in 16 KAR 5:013.

5 ~~(2) The certificate for administration, supervision, and coordination of vocational education]~~
6 does not of itself qualify the holder for any vocational education position but rather it is
7 designated as one of the several requirements for certain positions of administration,
8 supervision, and coordination as identified in the Kentucky State Plan for Vocational
9 Education, as incorporated by reference in 780 ~~[705]~~ KAR 1:010.

10 ~~[(3) The duration of the certificate for administration, supervision, and coordination of~~
11 ~~vocational education shall be for continuing service.~~

12 ~~(4) The certificate for administration, supervision, and coordination of vocational education~~
13 ~~programs may be issued for an initial period of one (1) year upon completion of eight (8)~~
14 ~~semester hours credit selected from the prescribed curriculum and upon completion of the~~
15 ~~other nonacademic prerequisites. The remaining curriculum requirements shall be completed~~
16 ~~by September 1 of the calendar year following the year of initial issuance. The certificate~~
17 ~~may then be renewed for continuing service.~~

18 ~~(5) When a qualified person is not available for a critical administrative position, the~~
19 ~~Superintendent of Public Instruction may approve a one (1) year endorsement of a vocational~~
20 ~~teaching certificate for the administration, supervision, and coordination of vocational~~
21 ~~education, provided the application includes a plan of in-service growth and development~~
22 ~~showing how the applicant and his employer will work toward meeting the full requirements.~~

23 ~~(6) The provisions of this section shall expire on January 4, 1988; instead, new candidates~~
24 ~~may qualify for the certificate for vocational school principal outlined in Section 2 of this~~

Agenda Book

1 ~~administrative regulation or the certificate for vocational education supervision and~~
2 ~~coordination outlined in Section 3 of this administrative regulation.]~~

3 Section 2. (1) The certificate for career and technical [~~vocational~~] school principal shall be
4 issued in accordance with the pertinent Kentucky statutes and Education Professional
5 Standards Board [~~State Board of Education~~] administrative regulations to an applicant who
6 has at least three (3) [~~two (2)~~] years of teaching experience in a career and technical
7 [~~vocational~~] education teaching assignment and who has completed the approved program of
8 preparation which corresponds to the certificate at a teacher education institution approved
9 under the standards and procedures for approval of preparation programs as outlined in 16
10 KAR 5:010 [~~included in the Kentucky Standards for the Preparation-Certification of~~
11 ~~Professional School Personnel, 16 KAR 5:013, TEC 90.0~~].

12 (2) The certificate shall be issued and renewed in accordance with the [~~testing and internship~~]
13 provisions of KRS 161.027 and related administrative regulations.

14 (3)(a) The initial certificate for career and technical [~~vocational~~] school principal shall be
15 issued for a duration period of one (1) year upon successful completion of the approved
16 curriculum and the tests prescribed under KRS 161.027 and 16 KAR 6:030 and upon
17 obtaining employment for an internship position as principal or assistant principal of a career
18 and technical [~~vocational~~] school. During the period of validity of the one (1) year certificate
19 the internship program for career and technical [~~vocational~~] school principals as outlined in
20 KRS 161.027 shall be completed. Upon successful completion of the internship, the
21 certificate shall be extended for four (4) years.

22 (b) The certificate shall be renewed subsequently for five (5) year periods. Each five (5) year
23 renewal thereafter shall require the completion of two (2) years of experience as a career and
24 technical [~~vocational~~] school principal, or three (3) semester hours of additional graduate

Agenda Book

1 credit related to the position of career and technical [~~vocational~~] school principal, or forty-
2 two (42) hours of approved training selected from programs approved for the Kentucky
3 Effective Instructional Leadership Training Program.

4 (4) In compliance with KRS 161.027, persons applying for the certificate for career and
5 technical [~~vocational~~] school principal who satisfy the curriculum requirements and all other
6 prerequisites, and who have completed at least two (2) years of successful full-time
7 experience, including at least 140 days per year, as a career and technical [~~vocational~~] school
8 principal, within a ten (10) year period prior to making application, will be exempt from the
9 internship requirements for career and technical [~~vocational~~] school principal, but shall be
10 required to pass the written examinations required by KRS 161.027 and the governing
11 administrative regulation.

12 5. (1) The certificate for career and technical school principal shall be valid for the position
13 of principal at a career and technical school.

14 (2) The hiring authority of a career and technical school may also employ as a principal a
15 candidate who possesses the following:

16 (a) A valid Kentucky certificate or statement of eligibility for instructional leadership--school
17 principal;

18 (b) A valid Kentucky certificate for a career and technical education; and

19 (c) A minimum of three (3) years of teaching experience in the field of career and technical
20 education.

21 Section 3. (1) The certificate for career and technical education principal [~~vocational~~
22 ~~education supervision and coordination~~] shall be issued in accordance with the pertinent
23 Kentucky statutes and State Board of Education administrative regulations to an applicant
24 who has at least three (3) [~~two (2)~~] years of teaching experience in a career and technical

Agenda Book

1 ~~[v~~ocational] education teaching assignment and who has completed the approved program of
2 preparation which corresponds to the certificate at a teacher education institution approved
3 under the standards and procedures of the Education Professional Standards Board pursuant
4 to 16 KAR 5:010. ~~[included in the Kentucky Standards for the Preparation Certification of~~
5 ~~Professional School Personnel, 16 KAR 5:013, TEC 90.0.]~~
6 (2) The certificate for career and technical ~~[v~~ocational] education supervision and
7 coordination shall be issued for a duration period of five (5) years and shall be renewed
8 subsequently for five (5) year periods. Each five (5) year renewal shall require the
9 completion of two (2) years of experience as a supervisor or coordinator of career and
10 technical ~~[v~~ocational] education, or three (3) semester hours of additional graduate credit
11 related to the position of supervisor or coordinator of career and technical ~~[v~~ocational]
12 education, or forty-two (42) hours of approved training selected from programs approved for
13 the Kentucky Effective Instructional Leadership Training Program.

Agenda Book

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

INFORMATION/DISCUSSION ITEM I

Information Item:

16 KAR 6:020, Written Examination Prerequisites for Occupation-Based Career and Technical Education Teachers, Amendment, Notice of Intent

Applicable Statutes and Regulation:

KRS 161.020, KRS 161.028, KRS 161.030, 16 KAR 6:020

Applicable Goal:

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

Background:

In reviewing all career and technical education certificates, EPSB staff believe the current practice of allowing a six-month waiver for newly hired occupation-based career and technical education teachers to successfully complete the Preprofessional Skills Test (PPST, also known as Praxis I) must be addressed. The PPST gives universities a reasonable assurance that the new teacher has sufficient academic skills to succeed in the required 64-hour planned program and in the coursework beyond that point, which they must complete to retain occupation-based certification.

The Board has never added the six-month waiver into regulation (16 KAR 6:020). Rather, the Board permitted the six-month waiver by its action at the August 18, 2003, meeting (Board Action #2003-106) The Board took this action to aid university personnel in requiring PPST to be used as a predictive measure regarding the academic abilities of new occupation-based teachers. While the Board supported the need for the PPST, the waiver was allowed because the timing of the assessment dates often prevented schools from hiring new teachers in August. The time to take and receive scores for the test could not be secured until later in the fall. The Board asked EPSB staff to monitor the waiver's implementation and to make a recommendation at a later date whether to amend 16 KAR 6:020.

EPSB staff recommends that the PPST be retained. However, the staff also proposes that the Compass test, designed by American College Test (ACT), be used as an alternative in cases where timing of new hires is a critical issue. The Compass test is also used as a predictive assessment and has the advantage of being available at all locations of the Kentucky Community and Technical College System (KCTCS). In addition, the Compass test can be scored immediately, eliminating the need for the six-month waiver process.

Agenda Book

Representatives of KDE, Workforce Development, and universities offering the occupation-based career and technical program all have endorsed the use of the Compass test as an alternative to the PPST. The cut scores proposed in the regulation are equal to the score of 18 on the American College Test, which is the minimum composite score currently needed for entry into a KCTCS program. (Note that a PPST validation panel is planned for June 2006; thus, it is possible that the PPST scores shown in the regulation may need to be brought back to the EPSB for modification and approval while the regulation is going through the regulatory process.)

Also, an addition has been made to the regulation to reflect the need for an assessment standard for the certification area of Culinary Arts.

If the Board concurs with staff on the amendment to the regulation, an action item for final approval will be presented at the May 2006 Board meeting.

Groups/Persons Consulted:

1. University instructors of career and technical education,
2. Administrators from the Kentucky Department of Education (KDE), and
3. Department of Workforce Development

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Executive Director

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Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 6:020. Written examination prerequisites for occupation-based career and** 4 **technical education teachers.**

5 RELATES TO: KRS 161.028, 161.030

6 STATUTORY AUTHORITY: KRS 161.028, 161.030

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(3)(a) requires that all new
8 teachers, including out-of-state teachers with less than two (2) years' experience, successfully
9 complete appropriate written tests prior to initial certification in Kentucky and serve a one (1)
10 year internship. This administrative regulation establishes the tests and passing scores for
11 occupation-based career and technical education teachers certified under 16 KAR 2:220.

12 Section 1. (1) All new information technology, industrial education, health science, human
13 services occupation, and public service teacher applicants, and other applicants for
14 occupation-based career and technical education teacher certificates both with and without a
15 teacher preparation degree; and out-of-state applicants for occupation-based career and
16 technical education certification with less than two (2) years of teaching experience shall
17 successfully complete the appropriate written tests prior to initial Kentucky certification.

18 (2) Each applicant without an educator [~~a teacher~~] preparation degree shall successfully
19 complete either the Pre-Professional Skills Test (PPST) or the COMPASS Test for
20 communication skills and general knowledge.

21 (3) All applicants shall demonstrate subject matter competency via passage of the specialty
22 test in the occupational area for which certification is to be granted or completion of the
23 appropriate state or national industry licensure, certification, or registration as established in
24 this administrative regulation.

Agenda Book

1 (4) The certificates and examination prerequisites shall be divided into the following four (4)
2 categories:

3 (a) Industrial education:

4 1. National Occupational Competency Testing Institute's (NOCTI) Teacher Occupational
5 Competency Test (TOCT) if one (1) corresponding to the teaching specialty is available;

6 2. Kentucky Department of Education or Kentucky Department for Technical Education
7 developed or identified assessment corresponding to the teaching specialty;

8 3. Appropriate state or national industry licensure, certification, or registration; or

9 4. Minimum postsecondary educational attainment in a related area of study;

10 (b) Health science and human services occupations. The appropriate state or national industry
11 licensure, certification, or registration;

12 (c) Public-service. The appropriate state or national industry licensure, certification, or
13 registration; or

14 (d) Information technology. The appropriate national industry-recognized information
15 technology certification.

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

19 (1) Preprofessional Skills Test:

20 (a) Reading - 167;

21 (b) Mathematics - 166; and

22 (c) Writing - 167;

Agenda Book

- 1 (2) In lieu of the Preprofessional Skills Tests identified in subsection (1) of this section, a
2 new teacher applicant may meet the testing requirement by obtaining the following
3 COMPASS Test scores:
- 4 (a) Reading – 78;
5 (b) Pre-Algebra – 48; and
6 (c) Writing – 68.
- 7 (3) Specialty area tests or other examination prerequisites for industrial education:
- 8 (a) Air conditioning technology. NOCTI Heating, Ventilation and Air Conditioning (#144) -
9 63;
- 10 (b) Aviation flight technician. Federal Aviation Administration certified commercial license
11 with instructor endorsement;
- 12 (c) Aviation maintenance technician. Federal Aviation Administration certified airframe and
13 power plant;
- 14 (d) Major appliance technology. NOCTI Appliance Repair (#277) - 64;
- 15 (e) Auto body technology:
- 16 1. NOCTI Collision Repair/Refinishing Technology Test (#138) - 61; or
17 2. Automotive Service Excellence (ASE) certification;
- 18 (f) Automotive technology:
- 19 1. NOCTI Automotive Technician Test (#303) - 63; or
20 2. Automotive Service Excellence (ASE) certification;
- 21 (g) Building and apartment maintenance. NOCTI Building Trades Maintenance (#125) - 52;
- 22 (h) Wood manufacturing technology. NOCTI Cabinetmaking and Millwork (#124) - 49;
- 23 (i) Carpentry. NOCTI Carpentry (#207) - 58;
- 24 (j) Visual communication art. NOCTI Advertising and Design (#136) - 69;

Agenda Book

- 1 (k) Diesel technology:
 - 2 1. NOCTI Diesel Mechanics (#152) - 62; or
 - 3 2. Automotive Service Excellence (ASE) certification;
- 4 (l) Computer-aided drafting. NOCTI Technical Drafting and Design (#039) - 62;
- 5 (m) Electrical technology. NOCTI Electrical Construction (#261) - 45;
- 6 (n) Electronics technology. NOCTI Electronics Technology (#253) - 44;
- 7 (o) Graphic technology. NOCTI Graphic Imaging Technology (#137) - 62;
- 8 (p) Heavy equipment operation. Commonwealth of Kentucky license for equipment taught;
- 9 (q) Industrial maintenance technology. NOCTI Industrial Technology (#076) - 44;
- 10 (r) Interior finishing and design. NOCTI Painting and Decorating (#135) - 44;
- 11 (s) Machine tool technology. NOCTI Precision Machining (#220) - 50;
- 12 (t) Masonry - NOCTI Masonry (#209) - 64;
- 13 (u) Multimedia:
 - 14 1. NOCTI Graphic Imaging Technology (#137) - 62;
 - 15 2. Macromedia Certified Professional; or
 - 16 3. Adobe Certified Expert;
- 17 (v) Plumbing technology. NOCTI Plumbing (#110) - 55;
- 18 (w) Radio and television production. NOCTI Audiovisual Communication Technology
19 (#249) - 52;
- 20 (x) Metal fabrication. NOCTI Sheet Metal (#211) - 60;
- 21 (y) Small engine repair technology:
 - 22 1. NOCTI Air-cooled Gas Engine Repair (#256) - 71; or
 - 23 2. Equipment and Engine Training Council (EETC) Outdoor Power Equipment Certification;
- 24 (z) Welding:

Agenda Book

- 1 1. NOCTI Welding (#121) - 53; or
- 2 2. American Welding Society (AWS) Certified Welder;
- 3 (aa) Industrial chemical technology. Bachelor's degree in chemistry or related sciences;
- 4 (bb) Construction. NOCTI Carpentry (#207) - 58;
- 5 (cc) Engineering technology. Bachelor's degree in engineering;
- 6 (dd) Environmental technology. No test identified;
- 7 (ee) Heavy highway construction. No test identified;
- 8 (ff) Manufacturing:
 - 9 1. NOCTI Industrial technology (#076) - 44; or
 - 10 2. NOCTI Precision Machining (#220) - 50;
- 11 (gg) Marine technology. NOCTI Marine Mechanics (#131) - 78; or
- 12 (hh) Plastics technology. No test identified;
- 13 (4) [~~(3)~~] Specialty area tests or other examination prerequisites for health science and human
- 14 services occupations:
 - 15 (a) Barbering. The Kentucky Board of Barbering Instructors' License;
 - 16 (b) Cosmetology. Kentucky Board of Hairdressers and Cosmetologists Instructors' License;
 - 17 (c) Health science. Registered Nurse License in Kentucky and meet applicable accrediting
 - 18 body state and federal requirements;
 - 19 (d) Allied health sciences. Active licensure, certification, or registration by a state or
 - 20 nationally-recognized accrediting agency as a professional health care practitioner following
 - 21 completion of a minimum of an associate degree or technical diploma preparation program;
 - 22 (e) Practical nursing. Registered Nurse License in Kentucky and meet applicable accrediting
 - 23 body state and federal requirements.

Agenda Book

1 (f) Culinary arts. In the field of culinary arts, an individual must provide proof of one of the
2 following prerequisites:

3 1. NOCTI Quantity Foods (#225) - 55;

4 2. NOCTI Quantity Food Preparation (#117) - 39; or

5 3. American Culinary Federation Professional Certification.

6 (5) [(4)] Specialty area tests or other examination prerequisites for public service:

7 (a) Law Enforcement. Certification as a police officer or police instructor from the Kentucky
8 Law Enforcement Council;

9 (b) Fire and rescue training. State Fire Commission Instructor Certification;

10 (c) EMS training. First Responder Instructor Certification and EMT Instructor Certification
11 by the Kentucky EMS Board; or

12 (6) [(5)] Specialty area tests for information technology:

13 (a) Computing Technology Industry Association (CompTIA):

14 1. A+ Certification;

15 2. I-Net+ Certification;

16 3. Server+ Certification; or

17 4. Network+ Certification;

18 (b) Cisco Certified Network Associate (CCNA);

19 (c) Microsoft Certified Professional (MCP);

20 (d) Novell Certified Administrator (CAN); or

21 (e) NOCTI Computer Technology Test [~~no test identified~~].

22 Section 3. Teacher applicants in any occupation-based career and technical education

23 programs for which no appropriate specialty test is yet available shall not be required to take

24 a specialty test, except for research and validation purposes. After a new program has been

Agenda Book

1 piloted and fully implemented a test shall be developed or identified and a new teacher
2 applicant shall be required to pass a designated specialty test.

3 Section 4. (1) Applicants for initial certification may take the written tests on any of the dates
4 established by the Kentucky Department of Workforce Investment [~~for Technical Education~~],
5 with the tests to be administered on a regular basis.

6 (2) Public announcement of testing dates and locations shall be issued sufficiently in advance
7 of testing dates to permit advance registration as required by the Kentucky Department of Workforce Investment [~~for Technical Education~~].

8 (3) An applicant shall seek information regarding the dates and location of the tests and make
9 application to the Kentucky Department for Technical Education for the appropriate tests
10 prior to the deadlines established and sufficiently in advance of anticipated employment.

11 (4) Applicants shall authorize test results to be forwarded to the Education Professional
12 Standards Board.

13 Section 5. Applicants shall pay an examination fee directly to the testing agency for the
14 required tests. The testing agency shall publish the examination fee with the publication of
15 testing dates.

16 Section 6. An applicant who fails to achieve at least the minimum score on any of the
17 appropriate examinations may retake the test or tests during one (1) of the scheduled test
18 administrations. All retakes shall meet the regularly scheduled testing dates. Initial
19 certification shall not be granted until acceptable scores are achieved in each of the required
20 areas.

21 Section 7. Assessment Recency. (1) Beginning September 1, 2003, an applicant for initial or
22 additional Kentucky teacher certification shall comply with the assessment recency
23 requirements established in this section.
24

Agenda Book

1 (2) A test established in this administrative regulation shall be valid for five (5) years from
2 the test administration date.

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

5 (4)(a) A teacher shall complete application for certification to the Education Professional
6 Standards Board within the five (5) year validity period of the test and the passing score.

7 (b) A teacher who fails to complete application for certification to the Education Professional
8 Standard Board within the five (5) year validity period of the test and the passing score shall
9 retake the appropriate test or tests and achieve the appropriate passing score or scores
10 required for certification at the time of application.

11 (5) The test administration date shall be established by the National Occupational
12 Competency Testing Institute or other authorized test administrator.

13 Section 8. The Education Professional Standards Board in conjunction with the Department
14 of Workforce Investment [~~for Technical Education~~] shall collect data and conduct analyses of
15 the impact of these tests as to permit a review of these administrative regulations on a regular
16 basis.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item J](#)

Information Item:

16 KAR 9:040, Part-Time Adjunct Instructor Certificate, Amendment, Notice of Intent

Applicable Statutes and Regulations:

KRS 161.020, KRS 161.028, KRS 161.030

16 KAR 9:040

Applicable Goal:

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

Background:

In reviewing all career and technical education certificates, EPSB staff propose adding language to 16 KAR 9:040 that clearly reflects the same prerequisite requirements for the part-time adjunct occupation-based instructor certificate as are required for the full-time instructor certificate. Kentucky Department of Education (KDE) representatives who worked with EPSB staff recommended this change.

If the Board concurs with staff on the amendment to the regulation an action item for final approval will be presented at the May 2006 Board meeting.

Groups/Persons Consulted:

1. University instructors of career and technical education,
2. Administrators from the Kentucky Department of Education (KDE), and
3. Department of Workforce Development

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March 20, 2006

Agenda Book

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 9:040. Part-time adjunct instructor certificate.**

4 RELATES TO: KRS 161.020, 161.028(1)(a), (c), 161.030, 161.046, 161.048(5), 161.120

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), 161.030, 161.046(2), 161.048(1)(d)

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.046 and 161.048(5) establish
7 the position of adjunct instructor and require the Education Professional Standards Board to
8 promulgate administrative regulations to establish certification requirements. This
9 administrative regulation establishes the minimum requirements for an adjunct instructor
10 certificate.

11 Section 1. Definition. "Exceptional life or work experience candidate" means a person with
12 recognized superiority as compared with others in rank, status, and attainment or superior
13 knowledge and skill in comparison with the generally-accepted standards in the area in which
14 certification is sought.

15 Section 2. Candidate Eligibility Requirements. (1) An adjunct instructor shall meet the
16 requirements for good moral character as required in KRS 161.120 and the following
17 requirements relating to educational and occupational experience:

18 (a) An adjunct instructor employed in middle school or secondary school shall hold:

19 1. A bachelor's degree from a regionally accredited institution with:

20 a.(i) A cumulative minimum grade point average of 2.50 on a 4.00 scale; or

21 (ii) A minimum grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit
22 completed, including undergraduate and graduate coursework; and

23 b. A major, minor, or area of concentration in the specialty subject to be taught; or

Agenda Book

1 2. A master's degree in the specialty subject to be taught from a regionally-accredited
2 institution with the minimum grade point average established in subparagraph 1a of this
3 paragraph.

4 (b) An adjunct instructor in elementary school or early childhood education program shall
5 hold:

6 1. A bachelor's degree from a regionally-accredited institution with:

7 a.(i) A cumulative minimum grade point average of 2.50 on a 4.0 scale; or

8 (ii) A minimum grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit
9 completed, including undergraduate and graduate coursework; and

10 b. A major, minor, or area of concentration in a planned program of child development or a
11 related area; or

12 2. A master's degree in a planned program of child development or a related area from a
13 regionally accredited institution with the minimum grade point average established in
14 subparagraph 1a of this paragraph.

15 (c) An adjunct instructor for occupation based career and technical education-industrial
16 education shall:

17 1. Be a high school graduate; and

18 2. Have at least four (4) years of appropriate occupational experience for the [~~industrial~~
19 ~~education~~] specialty to be taught and complete the specialty area examination prerequisite as
20 identified in 16 KAR 6:020 or hold either an associate degree or technical diploma in a
21 related area.

22 (2)(a) An applicant for adjunct instructor certification who does not meet the minimum
23 academic preparation requirements established in subsection (1) of this section may apply for
24 this certificate as an exceptional life or work experience candidate.

Agenda Book

- 1 (b) An exceptional life or work experience candidate shall be recommended by the
2 employing school district and complete the application process established in subsection (3)
3 of this section.
- 4 (c) An exceptional life or work experience candidate shall include the following information
5 as verification of exceptional qualifications in the field of endeavor to be taught or service to
6 be practiced:
- 7 1. Sufficient documentation that demonstrates to the local school district and the Education
8 Professional Standards Board that an applicant is one who has exceptional life or work
9 experience as defined in Section 1 of this administrative regulation and has talents and
10 abilities commensurate with the New Teacher Standards established in 16 KAR 1:010;
 - 11 2. Documentation of achievement that may include academic and nonacademic preparation,
12 distinguished employment, evidence of related study or experience, publications,
13 professional achievement, or recognition attained for contributions to an applicant's field or
14 endeavor; and
 - 15 3. Recommendations from professional associations, former employers, professional
16 colleagues, or any other individual or group whose evaluations shall support exceptional life
17 or work experience in this field.
- 18 (3) Form TC-25 signed by the local district superintendent and approved by the local board
19 of education shall be submitted to the Education Professional Standards Board for each
20 adjunct instructor. The application shall be accompanied by official transcripts of all college
21 credits earned by the prospective adjunct instructor along with documentation of any
22 exceptional competencies or experiences submitted in support of the application. Upon
23 receipt of the application and appropriate documentation, a candidate meeting all of the
24 requirements shall be issued a one (1) year adjunct instructor certificate.

Agenda Book

1 Section 3. Orientation Program. Each local board of education shall provide for an
2 orientation program for the adjunct instructors employed within the district. A detailed
3 description of the orientation program shall be a part of the certificate application form. The
4 orientation program shall include an emphasis on student safety, district policies and
5 procedures, and pedagogical assistance commensurate with the New Teacher Standards
6 established in 16 KAR 1:010.

7 Section 4. Incorporation by Reference. (1) Form TC-25, revised 8/99, is incorporated by
8 reference.

9 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
10 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
11 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item A

Action Item:

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

Applicable Statute or Regulation:

KRS 161.028

16 KAR 5:010

Applicable Goal:

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

Issue:

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

Background:

A joint National Council for Accreditation of Teacher Education (NCATE)/State Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit and programs at Kentucky State University on April 9-13, 2005. The BOE also reviewed the program review documents as part of the on-site visit. All were found to be in compliance with program guidelines as established and approved by the EPSB.

The Accreditation Audit Committee (AAC) members met February 3, 2006 and reviewed the Institutional Report, BOE report, institutional rejoinder, annual data and narrative reports from Kentucky State University, and NCATE's Action Letter. The AAC agreed with the findings of the BOE team that all standards were met. The AAC accepted NCATE's continuing accreditation decision for Kentucky State University. The AAC also accepted NCATE's rewording of all the areas for improvement and an additional area for improvement cited by NCATE in Standard 2.

Corrected Areas for Improvement:

Standard 6: Unit Governance and Resources

1. Faculty teaching and advising assignments are excessive.

Agenda Book

Continued Areas for Improvement:

None

New Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Dispositions

1. Candidates in biological sciences and integrated music programs lack sufficient content knowledge.

Standard 2: Assessment System and Unit Evaluation

1. The unit does not systematically and consistently summarize and analyze data collected on candidate performance, program effectiveness, or unit operations.
2. The unit does not have a systematic process for assuring that assessment data, including information in the database, are used for program improvement.
3. The unit provided no evidence for ensuring fairness, accuracy, and consistency of its assessment procedures.

Standard 3: Faculty Qualifications, Performance, and Development

1. Best practices in teaching are not modeled in all courses.

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the areas for improvement as cited by NCATE in the November 2005 letter and recommends: (1) CONTINUING ACCREDITATION and (2) APPROVAL OF THE INITIAL LEVEL EDUCATOR PREPARATION PROGRAMS at Kentucky State University.

(NOTE: Documentation as it relates to the cited areas for improvement is provided in the Under Separate Cover section. All accreditation materials will be available at the meeting or will be mailed upon request for those board members wishing to review them.)

Groups/Persons Consulted:

1. Content Area Program Reviewers
2. Continuous Assessment Review Committee
3. Reading Committee
4. Joint NCATE/State Board of Examiners Team for Kentucky State University
5. Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

1. 1. Accept the recommendation of the AAC and grant CONTINUING ACCREDITATION for Kentucky State University.

Agenda Book

2. Modify the AAC recommendation and grant CONTINUING ACCREDITATION for Kentucky State University.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Kentucky State University.
4. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Kentucky State University.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Executive Director

Date:

March 20, 2006

KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item A](#)

Action Item:

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

Applicable Statute or Regulation:

KRS 161.028

16 KAR 5:010

Applicable Goal:

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

Issue:

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

Background:

A joint National Council for Accreditation of Teacher Education (NCATE)/State Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit and programs at Bellarmine University on October 9-13, 2004. The BOE also reviewed the program review documents as part of the on-site visit. All were found to be in compliance with program guidelines as established and approved by the EPSB.

The Accreditation Audit Committee (AAC) members met February 3, 2006 and reviewed the Institutional Report, BOE report, institutional rejoinder, NCATE accreditation letter dated March 21, 2005, Bellarmine's Accreditation with Conditions Report, NCATE accreditation letter dated October 28, 2005, and annual data and narrative reports from Bellarmine University. The joint NCATE/State BOE team voted on each of the standards and found all but Standard 2 "Met." During the revision of the BOE Report two areas for improvement were added in Standard 2 without the knowledge or input of the state team, a violation of the NCATE/state partnership protocol. Because of the lack of evidence in the BOE Report and the violation of the protocol, the AAC did not agree with the findings of the joint NCATE/State BOE team that all standards but Standard 2 were met. The AAC also did not accept NCATE's conditional accreditation decision

Agenda Book

for Bellarmine University. The AAC did agree with the corrected areas for improvement as listed below:

Corrected Areas for Improvement:

Standard 4: Diversity

- The number of candidates from underrepresented populations is inadequate.

Standard 6: Unit Governance and Resources

- 1) The number of support staff is insufficient to provide assistance for the programs offered by the unit.

Continued Areas for Improvement:

None

Below is a list of the new areas for improvement cited in the BOE Report:

Standard 2: Assessment System and Unit Evaluation

- 1) The guide sheet for portfolio preparation and the scoring of evidence do not provide criteria or rubrics to scorers for the evaluation of evidence or the assignment of scores that can be tested for reliability across scorers.

Reworded by NCATE in March and October 2005 Action Reports: The unit has not specified criteria or scoring guides to ensure reliable scoring of portfolios and other performance assessments.

- 2) The unit has not provided systematic testing for accuracy, consistency, and fairness of assessments and the scoring procedures.

Reworded by NCATE in March and October 2005 Action Reports: The unit has not provided systematic testing for accuracy, consistency, and fairness of its assessments.

- 3) Information technology is not being used systematically and consistently to aggregate or analyze data for the purpose of program improvement.

Reworded by NCATE in March and October 2005 Action Reports: The unit is not systematically and consistently aggregating or analyzing data for the purpose of program improvement.

- 4) Some advanced programs do not have a mid-program assessment transition point.

Reworded by NCATE in October 2005 Action Report: Most programs formally assess candidates only at entry and exit. (Advanced level)

Reworded by NCATE in March 2005 Action Report: Programs within the unit

Agenda Book

do not have clearly defined and comprehensive rubrics for candidate assessment at transition points. (Advanced level)

- 5) Added by NCATE in October 2005 Action Report: The assessment system is not fully operational and data driven.

Standard 4: Diversity

- 1) Candidates in initial programs have limited opportunities to interact with candidates from diverse racial/ethnic groups. (Initial level)
- 2) Candidates have limited opportunities to interact with racial/ethnic and gender diverse unit faculty.
- 3) The unit does not ensure that all candidates have racially/ethnically diverse classroom field experiences.

Standard 6: Unit Governance and Resources

- 1) Some faculty routinely teach more than the allowed maximum of 12 hours per semester.

Because NCATE did not follow state partnership protocol and the lack of evidence in the BOE Report supporting the new areas for improvement added by NCATE, the AAC did not agree with the first two areas for improvement cited in Standard 2 along with the one added by NCATE in the October 2005 Action Report. The AAC also did not accept the first area for improvement cited in Standard 4 of the BOE Report.

Listed below are the areas for improvement the AAC recommends to the EPSB:

New Areas for Improvement:

Standard 2: Assessment System and Unit Evaluation

- 1) Information technology is not being used systematically and consistently to aggregate or analyze data for the purpose of program improvement.
- 2) Some advanced programs do not have a mid-program assessment transition point.

Standard 4: Diversity

- 1) Candidates have limited opportunities to interact with racial/ethnic and gender diverse unit faculty.
- 2) The unit does not ensure that all candidates have racially/ethnically diverse classroom field experiences.

Agenda Book

Standard 6: Unit Governance and Resources

- 1) Some faculty routinely teach more than the allowed maximum of 12 hours per semester.

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

(NOTE: Documentation as it relates to the cited areas for improvement is provided in the Under Separate Cover section. All accreditation materials will be available at the meeting or will be mailed upon request for those board members wishing to review them.)

Groups/Persons Consulted:

1. Content Area Program Reviewers
2. Continuous Assessment Review Committee
3. Reading Committee
4. Joint NCATE/State Board of Examiners Team for Bellarmine University
5. Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

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

Issue Two: Program Approval

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

Agenda Book

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

The NCATE/BOE team did not follow the appropriate state partnership protocol thus invalidating its areas for improvement cited in the BOE Report. The AAC followed state guidelines for review/accreditation of educator preparation programs.

Contact Person:

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Executive Director

Date:

March 20, 2006

Agenda Book

Accreditation Audit Committee (AAC)

Education Professional Standards Board
Conference Room A
February 3, 2006

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Shirley Nelson
Jack Rose
Renee Scott
Ann Walls
Tim Watkins
Frank Welch

EPSB Staff Present:

Marilyn Troupe
Allison Bell
Elizabeth Springate

Members Absent:

None

The meeting was called to order at 9:14 with all members present and on time.

APPROVAL OF MINUTES:

Motion made by Frank Welch, seconded by Jack Rose, to approve the minutes from the September 16, 2004 AAC meeting.

Vote: Approve the motion (Yes – Unanimous)

The AAC reviewed the documentation including the Institutional Reports (IR), Board of Examiner (BOE) team reports, institutional rejoinders, annual data, and narrative reports, and made recommendations for program approval and accreditation for:

KENTUCKY STATE UNIVERSITY

Kentucky State University was represented by Dr. Lucian Yates, Chair, Dr. Reginald Nnazor and Mr. Barry Pelfrey, co-coordinators of NCATE visit. Dr. Zella Wells, BOE co-chair of the joint NCATE/state accreditation visit, presented the report on behalf of the team by providing an overview of the visit findings. Dr. Wells was complimentary of the hospitality provided by KSU to the BOE team. Dr. Wells identified each of the areas for improvement and indicated that the team determined that all standards were met. There was one previous weakness corrected in Standard 6 and there were no areas for improvement continued from the previous visit. There was one new area for improvement cited in Standard 1. In Standard 2, two new areas of improvement were cited by the BOE team and NCATE added another. There were no areas for improvement cited in Standards 3, 4, and 6. There was one new area for improvement in Standard 5. Although the context of the areas for improvement did not change, each of the areas for improvement cited in the BOE Report was reworded by NCATE.

Dr. Yates was also complimentary of the BOE team. He stated that he agreed with

Agenda Book

the findings of the BOE team.

The AAC reviewed, questioned, and discussed the issues across the standards. The committee had no questions regarding the standards and areas for improvement cited in the BOE report. There was a question regarding the statement written on the Assistant Chair's Checklist in regards to the "inordinate amount of time requesting and searching for data to support unit compliance". Dr. Wells did indicate that, although there were numerous requests, KSU officials did provide the requested information. The AAC complimented KSU on the work they've done regarding the diversity of the student body and the improvements made. The AAC was also complimentary of Dr. Wells and the well-written report. The rewording of the areas for improvement and the new area for improvement cited by NCATE were pointed out to the committee.

After hearing the team chair's report and comments from institutional representatives, and following the prescribed decisions format, the AAC determined that the BOE team followed approved accreditation guidelines when conducting the visit (*Vote: Unanimous**). The members of the AAC agreed with the Corrected Areas for Improvement section as reported by the Board of Examiners (*Vote: Unanimous**). The members of the AAC agreed with the New Areas for Improvement section as reported by the Board of Examiners (*Vote: Unanimous**). The AAC agreed with the findings of the BOE team in that all standards were met. The AAC also accepted NCATE's accreditation decision for KSU and the reworded and additional area for improvement.

The AAC recommends **PROGRAM APPROVAL** (*Vote: Unanimous**) and **CONTINUING ACCREDITATION** (*Vote: Unanimous**) for Kentucky State University.

* Unanimous vote is representative of 5 members as Ann Walls and Renee Scott recused.

BELLARMINE UNIVERSITY

Bellarmine University was represented by Dr. Maureen Norris, Dean of the School of Education, Drs. Anne Moll and Christine Price, co-coordinators of the NCATE visit. Dr. Martha O'Bryan, BOE co-chair of the joint NCATE/state accreditation visit, presented the report on behalf of the team by providing an overview of the visit. Dr. O'Bryan provided insight to the AAC regarding the circumstances surrounding the visit, particularly relating to the decision-making process around Standard 2 and the ultimate decision. She indicated that while there was much discussion, the joint team did ultimately vote to cite Standard 2 as "Not Met" even though there were only two areas for improvement cited in the BOE report when the team left campus at the end of the visit. When the final report was issued, there were two additional areas for improvement cited which were not shared with nor agreed upon by the state team. This is in violation of the agreed partnership protocol with NCATE.

The AAC discussed each standard. For Standard 2, the discussion focused on the

Agenda Book

lack of appropriate protocol being followed by NCATE and lack of evidence in the BOE Report to support the additional areas for improvement. Because the state team was not provided an opportunity to give feedback on the added areas for improvement in Standard 2 and the lack of evidence in the BOE Report, the AAC does not recognize the first two areas for improvement cited by NCATE on page 35 of the BOE Report. Additionally, there was some discussion regarding Standard 4 and the candidates' opportunities to interact with diverse candidates and the institution's ability to ensure opportunities to work in diverse settings. The AAC determined that the evidence cited in the BOE Report does not support the first area for improvement (ethnically/racially diverse candidates) cited on page 51. The AAC also agreed that the data in the BOE Report supports that candidates have limited opportunities to interact with racially/ethnically diverse unit faculty. Also for Standard 4, the AAC did agree that the institution does not have a way to ensure candidates have diverse field experiences. Regarding Standard 6, there was discussion of the amount of faculty overload. The institutional representatives were in agreement that at the time of the visit, there was overload. However, since the visit a new provost has eliminated all overloads for the faculty.

After hearing the team chair's report and comments from institutional representatives, the committee reached consensus on the following:

Following the prescribed decisions format, the AAC determined that the BOE team did not follow approved accreditation guidelines when conducting the visit (*Vote: Unanimous**). The AAC agreed with the Corrected Areas for Improvement cited in the BOE Report (*Vote: Unanimous**). There were no Continuing Areas for Improvement cited. The AAC did not agree with the New Areas for Improvement section as reported by the BOE (*Vote: Unanimous**). As a result the AAC identified two areas for improvement under Standard 2: 1) Information technology is not being used systematically and consistently to aggregate or analyze data for the purpose of program improvement; and 2) Some advanced programs do not have a mid-program assessment transition point.

For Standard 4 the AAC determined there was not sufficient evidence in the BOE Report to support citing the first area for improvement. The AAC voted on each area for improvement under Standard 4. The first area for improvement was not accepted (*Vote: No – 4; Yes – 2 (Ann Walls and Renee Scott)*); the second area for improvement was accepted (*Vote: Yes – 4; No – 2 (Frank Welch and Jack Rose)*); the third area for improvement was accepted (*Vote: Unanimous**). The areas of improvement in Standard are: 1) Candidates have limited opportunities to interact with racial/ethnic and gender diverse unit faculty; 2) The unit does not ensure that all candidates have racially/ethnically diverse classroom field experiences. The AAC accepted the new area for improvement cited in Standard 6 as identified in the BOE Report.

The AAC did not agree with the findings of the BOE team regarding the unmet standard; therefore, the AAC recommends that Standard 2 is "Met". Additionally, the AAC did not accept the NCATE conditional accreditation decision. Dr. O'Bryan agreed with the decisions of the AAC.

The AAC recommends **PROGRAM APPROVAL** (*Vote: Unanimous**) and

Agenda Book

CONTINUING ACCREDITATION (*Vote: Unanimous**) for Bellarmine University.

* Unanimous vote is representative of 6 members as Tim Watkins recused.

Following lunch there was a discussion regarding the EPSB accreditation decision for Midway College. A motion was made by Renee Scott and seconded by Frank Welch (*Vote: Unanimous*) to send a recommendation to the EPSB to read as follows:

When there are concerns surrounding and leading up to accreditation recommendations made by the Accreditation Audit Committee (AAC), the AAC suggests the EPSB entertain the possibility of “remand” to the AAC for further consideration or explanation, when necessary.

Biennial Review

The AAC was divided into two work groups to review the 2004 and 2005 Annual Reports (Part C – narrative reports which address institutions’ actions regarding their areas for improvement). Response worksheets were filled out by each work group identifying decisions for the following institutions: Campbellsville University, Centre College, University of the Cumberlands, Eastern Kentucky University, Georgetown College, Indiana Wesleyan University, Lindsey Wilson College, Morehead State University, Murray State University, Northern Kentucky University, Pikeville College, Spalding University, Transylvania University, Union College, University of Kentucky, and University of Louisville.

The AAC considered possible dates for the next meeting and set a tentative date for March 31, 2006, from 9:00 – 12:00.

Judi Conrad as chair of the AAC acknowledged Renee Scott for her service to the committee.

Frank Welch moved to adjourn the meeting with a second from Jack Rose. Motion approved with a unanimous vote. The meeting adjourned at 3:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item B

Action 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. Moreover, there have been changes to the laws regarding some of the remaining alternative routes. 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 final change to the procedure manual pertains to the roles and responsibilities of all EPSB members. In September 2004, the EPSB voted to establish a code of ethics governing EPSB members. Accordingly, adherence to the Code of Ethics of Education Professional Standards Board Members was added as a responsibility of all members. The suggested amendments to the manual are provided for EPSB review and consideration and appear underlined in italics.

Alternative Actions:

1. Approve the changes to the Procedure Manual
2. Modify and approve the changes to the Procedure Manual
3. Do not approve the changes to the Procedure Manual

Agenda Book

Staff Recommendation:

Alternative 1

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.

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Executive Director

Date:

March 20, 2006

Education Professional Standards Board

**ALTERNATIVE ROUTES TO CERTIFICATION
REFERENCE**

Approved August 26, 2002

Amended August 8, 2003

Amended March 20, 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 Birth [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.

Agenda Book

Option III: College Faculty (Grades Birth [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] Primary-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 Administrator and Teacher (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.
- The candidate meeting these requirements receives a one-year *Temporary Provisional* certificate that is renewable for *two [one] additional years [year]*.
- The candidate participates in KTIP or KPIP *at a time to be determined by the preparation program after passing all of the required assessments.* [~~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 *assessments, the internship, and other requirements,* [~~including two years of employment,~~] the candidate receives a *Professional* certificate.

Option VII: Certification of a Person in a Field Other Than Education (Grades Primary-12)

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."*

Agenda Book

- 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.

Agenda Book

Education Professional Standards Board

ELECTION OF OFFICERS PROCEDURE

Approved July 1996

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

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.

Agenda Book

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 Code of Ethics for Education Professional Standards Board Members.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item C

Action Item:

16 KAR 7:020, Kentucky Principal Internship Program (KPIP), Amendment, Final Action

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.

Issue:

Should the EPSB approve amendments to 16 KAR 7:020?

Background:

In 1985 the General Assembly established the Kentucky Principal Internship Program (KPIP). Codified in KRS 161.027, the statute requires all new principals and full-time assistant principals to complete successfully the internship. An average of 250 new principals and full-time assistant principals participate in KPIP on a yearly basis.

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

At the January 2006 Board meeting, EPSB staff reported on changes that need to be made to KPIP. A summary of proposed regulatory amendments to 16 KAR 7:020 follows:

1. Inclusion of a detailed appeals process for KPIP similar to the appeals process established in the Kentucky Teacher Internship Program (KTIP) (16 KAR 7:010);
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 full-time assistant principal;

Agenda Book

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 on adequate funding under the Commonwealth's biennial budget;
5. Requirement that the observation period of KPIP committee members is 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 to remove the responsibility of KPIP from KDE to EPSB.

Alternative Actions:

1. Approve the amendments to 16 KAR 7:020.
2. Modify and approve the amendments to 16 KAR 7:020.
3. Do not approve the amendments to 16 KAR7:020.

Staff Recommendation:

Alternative 1

Rationale:

Language in KPIP (16 KAR 7:020) is either inaccurate or dissimilar to current practices described in the KPIP Handbook. Nor does current language provide for a well-defined appeals process for unsuccessful interns. These proposed amendments will address issues and will correct errors that EPSB staff have identified and will make decisions by an appeals committee legally defensible.

Contact Person:

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Executive Director

Date:

March 20, 2006

Agenda Book

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 a
8 certificate is issued. KRS 161.027 requires that an applicant for certification as school
9 principal with less than two (2) years of appropriate service complete a one (1) year principal
10 internship [~~intern~~] program. This administrative regulation establishes the requirements for
11 procedures to implement the Kentucky Principal Internship Intern Program required by
12 [~~under~~] KRS 161.027.

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

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

Agenda Book

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

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

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

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

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

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

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

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

Agenda Book

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

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

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

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

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

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

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

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

Agenda Book

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

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

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

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

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

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

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

16 (5) [(3)] Selection of a principal mentor from another school district shall be subject to the
17 approval of the superintendent of the proposed principal mentor. An assistant principal shall
18 not serve in this capacity. If a principal mentor is not available through these options, a
19 qualified person shall be identified by the Education Professional Standards Board [Kentucky
20 Department of Education].

21 (6) [(4)] The superintendent of the employing local school district shall serve on the
22 committee or shall appoint a designee who has had experience as a principal or assistant
23 principal.

Agenda Book

- 1 ~~(7)~~ [(5)] An administrator educator, who is a faculty member in a state-approved
2 administrator training program at an institution of higher education, shall be appointed by the
3 Education Professional Standards Board [~~Kentucky Department of Education~~] in consultation
4 with the employing institution of higher education. Preference in selection shall be given to
5 an administrator educator who has had experience as a principal or an assistant principal. If
6 an administrator educator is not available, the Education Professional Standards Board
7 [~~Kentucky Department of Education~~] shall identify a person who has had principal
8 experience. Preference in selection shall be given in the following order:
- 9 (a) A district level administrator with previous principal experience in the employing district;
10 (b) A district level administrator with previous principal experience in a nearby school
11 district; or
12 (c) A recently retired principal with a minimum of three years of experience as a [successful]
13 principal within a period of five years prior to appointment to the principal internship
14 committee.
- 15 Section 6. (1) Each member of the principal intern committee shall successfully complete a
16 training program approved by the [~~Kentucky~~] Education Professional Standards Board in the
17 supervision, assistance, and assessment of principal interns.
- 18 (2) Updated training shall be required for an intern committee member if:
- 19 (a) The member has not assessed an intern within the previous two (2) years; or
20 (b) The Kentucky Principal Internship [~~Intern~~] Program is revised.
- 21 (3) The training shall provide for a high degree of consistency of implementation throughout
22 the state.

Agenda Book

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

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

5 (6) Training for all individuals assigned to principal internship committees [~~an administrator~~
6 ~~educator~~] shall be scheduled through an institution of higher education.

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

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

13 Section 8. (1) The school district employing a principal intern shall submit a Confirmation of
14 Employment in hard copy or its electronic equivalent if available [~~confirmation of~~
15 ~~employment~~] to the Education Professional Standards Board [~~Kentucky Department of~~
16 ~~Education, Office of Teacher Education and Certification~~]. Unless [~~Except in~~] unforeseen
17 circumstances arise, this Confirmation of Employment [~~confirmation~~] shall be received by
18 the Education Professional Standards Board on or before July 15 of the employment year
19 [~~Kentucky Department of Education not later than July 15 of the employment year~~].

20 (2) If a principal intern is employed after July 15, the confirmation of employment shall be
21 submitted not later than twenty (20) calendar days following the principal intern's hire date
22 [~~employment~~].

Agenda Book

1 (3) Upon receipt of the Confirmation of Employment [~~confirmation of employment~~], the
2 Education Professional Standards Board [~~Kentucky Department of Education~~] shall appoint
3 the administrator educator member to the principal intern committee.

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

8 Section 10. [~~(4)~~] The employing school district shall provide the Education Professional
9 Standards Board [~~to the Kentucky Department of Education information related to the~~
10 ~~principal mentor and superintendent or designee who will serve as members of each principal~~
11 ~~intern committee as soon as these members are identified. The information shall include]~~
12 with the name, Social Security number, address, and telephone number for each principal
13 mentor and superintendent or designee for each principal intern assigned within the district.

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

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

Agenda Book

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

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

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

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

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

Agenda Book

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

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

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

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

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

21 Section 13. (1) The Education Professional Standards Board [~~Kentucky Department of~~
22 ~~Education~~] shall reimburse the school district employing the principal intern for the payment
23 to each principal mentor of mileage expenses in accordance with 200 KAR 2:006.
24 Contingent upon adequate funding through the Commonwealth's biennial budget bill, the

Agenda Book

1 Education Professional Standards Board shall also provide an [and for an] amount not to
2 exceed \$1,400 [~~\$1,000~~] to each principal mentor as compensation for out-of-school time
3 spent with the principal intern.

4 (2) The Education Professional Standards Board [~~Kentucky Department of Education~~] shall
5 contract with institutions of higher education to pay an amount of \$300 for each
6 administrator educator contingent upon adequate funding under the Commonwealth's
7 biennial budget bill, and for mileage expenses in accordance with 200 KAR 2:006. Each
8 institution shall make its own determination as to the frequency of disbursement [~~allocation~~]
9 of funds received from this program.

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

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

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

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

Agenda Book

- 1 within 30 calendar days of the date of receipt of the notice of a finding of unsuccessful. An
2 appeal [~~A complaint~~] relative to the failure of the Kentucky Principal Internship Committee
3 [~~principal intern committee~~] to comply with statutory and regulatory provisions of the
4 Kentucky Principal Internship [~~Intern~~] Program shall be reviewed by a committee of four (4)
5 persons appointed by the Kentucky Education Professional Standards Board.
- 6 (2) The review committee shall include one (1) principal, one (1) superintendent or designee,
7 one (1) administrator educator, and one (1) employee of the Education Professional
8 Standards Board who shall serve as designee of the Executive Director. [~~Office of Teacher~~
9 Education and Certification. If practical, a decision on the complaint shall be made within
10 sixty (60) days following receipt of the complaint.]
- 11 (3) The committee members shall be chosen from a pool of committee candidates appointed
12 annually by the Education Professional Standards Board.
- 13 (4) An appeals committee member shall not take part in a decision in which the member has
14 an interest or is biased.
- 15 (5)(a) The principal intern shall file the appeal within thirty (30) calendar days of the date
16 written notice of failure of the internship is received by the principal intern by certified mail
17 return receipt requested. If the principal intern has fails to maintain a current address with
18 the Education Professional Standards Board or refuses to claim the certified mail, the appeal
19 shall be filed within thirty-five (35) days of the date the notice is mailed to the principal
20 intern's last known residence.
- 21 (b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy
22 to the members of the principal internship committee. Each member may file a written
23 response within fifteen (15) days of receipt.

Agenda Book

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

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

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

7 2. Appropriate documentation of at least twenty (20) hours in the instructional setting and
8 fifty (50) hours outside normal working hours spent by the principal mentor in assisting the
9 principal intern;

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

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

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

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

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

Agenda Book

- 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 Principal
3 Internship, unless:
- 4 (a) The principal intern has exhausted the two (2) year provision for participation in the
5 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 committee
8 has committed some procedural violation during the internship which makes it impossible to
9 determine if the principal intern has in fact been unsuccessful, the Education Professional
10 Standards Board may nullify the internship and allow the principal intern to repeat the
11 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 hearing
14 under the provisions of KRS Chapter 13B. The request shall be filed in writing with the
15 Executive Director of the Education Professional Standards Board within fifteen (15)
16 calendar days of the date the board's decision is received by the principal intern.
- 17 (12) In notifying the principal intern of the board's decision, the Education Professional
18 Standards Board shall send the decision of the board to the last known address of the
19 principal intern. If the principal intern fails to notify the Education Professional Standards
20 Board of an updated or correct address, or refuses to claim the certified mail when presented,
21 the request for a hearing shall be filed in writing with the Executive Director of the Education
22 Professional Standards Board within (20) calendar days of the date the board's decision is
23 mailed to the principal intern by certified mail.

Agenda Book

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

5 Section 16 [~~15~~]. The Kentucky Education Professional Standards Board shall collect and
6 analyze data, on an annual or biennial basis, which permit evaluation of the Principal Intern
7 Program covered by this administrative regulation.

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

10 (a) The Kentucky Principal Internship Program Handbook, January 2006 edition;

11 (b) "Statement of Eligibility/Confirmation of Employment form" revised January 2006

12 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
13 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
14 Kentucky 40601

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item D](#)

Action Item:

16 KAR 2:060, School Nurse Certification, Amendment, Final Action

Applicable Statutes and Regulation:

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.

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. EPSB 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.

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

Agenda Book

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 School Nurse Certificate issues for five (5) years – Rank III:

1. Current active registered nurse license to practice in Kentucky; and
2. Graduates of associate degree or diploma program of nursing; and,
3. Three (3) years of nursing experience within the last 5 years.

Renewal for a subsequent five (5) years:

1. Current active registered nurse license to practice in Kentucky; and
2. Fifteen (15) credit hours toward completion of a Bachelor of Science degree in nursing or related field leading to a professional school nurse certificate from an accredited school of nursing.

Professional School Nurse Certificate issued for five (5) years – Rank II:

1. Current active registered nurse license to practice in Kentucky; and
2. Bachelor of Science in Nursing or related field; and
3. One of the following:
 - a. Three (3) years post baccalaureate nursing experience within the last five (5) years, **or**
 - b. School nurse certification from the National Association of School Nurses.

Renewal for a subsequent five (5) years:

1. Current active registered nurse license to practice in Kentucky; and
2. Three (3) years of experience in school nursing in the past five (5) years; and
3. One of the following:
 - a. Seventy-five contact hours of continuing education; **or**
 - b. Nine (9) credit hours of university course work related to school nurse practice.

Advanced School Nurse Certificate issued for five (5) years – Rank I

Option 1:

1. Current active registered nurse license to practice in Kentucky; and
2. A Bachelor of Science degree in Nursing; and a
3. Masters degree in a related field.

Option 2:

1. Current active registered nurse license to practice in Kentucky; and
2. Masters degree in nursing.

Renewal of the Advanced School Nurse Certificate for subsequent five (5) years;

1. Current active registered nurse license to practice in Kentucky; and
2. Three years of school nurse experience in the last five (5) year period.

Agenda Book

Definition of Related Fields: a discipline in psychological, biological, physical, or social sciences applicable to nursing practice. KRS 314.011(6) Kentucky Nursing Laws.

Persons/Groups Consulted:

Barbara Donica, School and Community Nutrition, Kentucky Dept. Education
Karen Erwin, Education School Nurse Consultant, Kentucky Dept. Education
Susan Jones, Professor, Western Kentucky University
Beverly Siegrist, Professor, Western Kentucky University
Bernadette Sutherland, Practice Consultant, Kentucky Board of Nursing
Nathan Goldman, Attorney, Kentucky Board of Nursing
Sarah Wilding, Sp. Assist./Chief Nurse, Cabinet for Health Services/Dept. Public Health Kentucky School Nurse Association

Alternative Actions:

1. Approve the amendments to 16 KAR 2:060
2. Modify and approve the amendments to 16 KAR 2:060
3. Do not approve the amendments to 16 KAR 2:060

Staff Recommendation:

Alternative 1

Rationale:

Regulation 16 KAR 2:060, School Nurse, has not been revised since it was originally adopted in January 1980. The changes are necessary to accommodate the changing role and qualifications of school nurses.

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Executive Director

Date:

March 20, 2006



Kentucky School Nurse Certification Program

WESTERN KENTUCKY UNIVERSITY

DEPARTMENT OF NURSING

1906 College Heights Blvd. #11036
Bowling Green, KY 42101-1036
Academic Complex, 111
Phone (270) 745-3391 or (270) 745-5022
Fax (270) 745-3392
Email-beverly.siegrist@wku.edu
Webpage: <http://www.wku.edu/Dept/Academic/chhs/nursing/>



Program Accreditation: Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing

Degree Offering: School Nurse Certification

Program Description: The School Nurse Certification Program in the Department of Nursing at Western Kentucky University exists to prepare the registered nurse to fulfill the multiple roles of the school nurse in K-12 settings. The certification is developed in collaboration with the Educational Professional Standards Board, Kentucky Department of Education.

Primary Role: 'The school nurse's primary role is to support student learning by acting as an advocate and liaison between the home, the school, and the medical community regarding concerns that are likely to affect a student's ability to learn (NASN 1999). The school nurse provides comprehensive services in all eight components of a coordinated school health program (Marx, Wooley, and Northrup 1998):

- Health services-Serves as the coordinator of the health services program, provides nursing care, and advocates for health rights.
- Health education-Provides appropriate health information that promotes informed health care decisions, promotes health, prevents disease, and enhances school performance.
- Environment-Identifies health and safety concerns in the school community and promotes a safe and nurturing school environment.
- Nutrition-Supports school food service programs and promotes the benefits of healthy eating patterns.
- Physical education/activity-Promotes health activities, physical education, and sports policies/practices that promote safety and good sportsmanship.
- Counseling/mental health-Provides health counseling, assesses mental health needs, provides interventions, refers students to appropriate school staff or community agencies, and provides follow-up once treatment is prescribed.
- Parent/community involvement-Promotes community participation in assuring a health school and serves as school liaison to a health advisory committee.
- Staff wellness-Provides health education and counseling, promotes health activities and environment for school staff.

Bachelor of Science in Nursing: The School Nurse Certification Program is developed in the context of the Bachelor of Science in Nursing Program to facilitate the educational mobility of diploma and Associate Degree Nurses.

Agenda Book

Post-RN Baccalaureate Nursing Curriculum

Nursing 300 Concepts of Disease Process	3 Credits
Nursing 309 Health Assessment Across the Lifespan (2 theory/1 clinical)	3 Credits
Nursing 315 Concepts of Pharmacology	3 Credits
Nursing 321 Transcultural Nursing	2 Credits
*Nursing 323 Concepts of Professional Nursing	2 Credits
Nursing 340 Teaching & Health Promotion in Nursing Practice	3 Credits
Nursing 400 Nursing Leadership & Management	3 Credits
Nursing 405 Nursing Informatics	2 Credits
#Nursing 408 Professional Issues	3 Credits
Nursing 412 Nursing Research	3 Credits
Nursing 430 Concepts of Public Health	4 Credits
Nursing 431 Application of Public Health (Clinical, must be taken concurrently with Nursing 430)	2 Credits
Nursing 411 School Nursing (2theory/1clinical)	3 Credits
EXED 330 Introduction to Exceptional Child Education: Diversity in Learning	3 Credits
PSY 310 Educational Psychology: Development and Learning	3 Credits

Courses in bold print comprise the required courses for the School Nurse Certification Program.

*Must be the first nursing course taken after admission to the program.

#Must be taken in final semester of program.

In addition to the nursing courses students must:

1. Meet the University's general education requirements
2. Take a statistics course (3 credit hours)
3. Have documentation of completion of the following courses or equivalent courses:
 - Associate Degree or equivalency in nursing
 - Chemistry 109
 - Biology 207/208
 - Biology 131
 - Psychology 100 & 199
 - CFS 111 (Human Nutrition)

———¹ 2001 *Scope and Standards of Professional School Nursing Practice*. Washington DC: American Nurses Publishing.

Agenda Book

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 for

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

9 and other professional school personnel, and KRS 161.030(1) requires all certificates issued

10 under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations

11 of the board. This administrative regulation establishes the standard for the issuance of a

12 certificate for the position of school nurse.

13 Section 1. Definition. “Related Field” means an area that is applicable to the area of “nursing

14 practice”, as codified in KRS 314.011(6), including psychology, biological, physical, or

15 social sciences.

16 Section 2. Requirements for the Provisional Certificate for School Nurse: (1) The provisional

17 certificate for school nurse shall be issued upon application to the Education Professional

18 Standards Board using the “Form TC-1, Application of Kentucky Certification or Change in

19 Salary, Rank” ~~[in accordance with the pertinent Kentucky statutes and administrative~~

20 ~~regulations of the State Board of Education to an applicant who is licensed as a registered~~

21 ~~nurse by the Kentucky Board of Nursing Education and Nurse Registration and who has~~

22 ~~completed the approved program of preparation which corresponds to the certificate at a~~

23 ~~teacher education institution approved under the standards and procedures included in the~~

Agenda Book

- 1 ~~Kentucky State Plan for the Approval of Preparation Programs for the Certification of~~
2 ~~Professional School Personnel.~~
- 3 ~~(2) Registered nurses serving in an approved position of school nurse during the 1978-79 or~~
4 ~~the 1979-80 school year may be issued the provisional certificate for school nurse for a~~
5 ~~duration period of five (5) years and renewable for subsequent five (5) year periods upon~~
6 ~~completion of three (3) years experience as a school nurse during each five (5) year period.~~
- 7 ~~(3) The provisional certificate for school nurse issued after the 1979-80 school year shall be~~
8 ~~issued for a duration period of five (5) years and shall require the completion of the fifteen~~
9 ~~(15) semester hour curriculum for school nurses for the first renewal. Subsequent renewals~~
10 ~~shall require the completion of fifteen (15) semester hours additional credit toward the~~
11 ~~completion of the bachelor's degree. Upon completion of the bachelor's degree, the certificate~~
12 ~~may be renewed on three (3) years experience as a school nurse during each five (5) year~~
13 ~~renewal period.]~~
- 14 (2) The Provisional Certificate for School Nurse shall be issued for a period of five (5) years
15 to an individual upon application and submission of proof of the following:
- 16 (a) A valid license as a Registered Nurse issued by the Kentucky Board of Nursing;
17 (b) A minimum of a diploma or Associate's Degree in nursing from an accredited school of
18 nursing; and
- 19 (c) A minimum of three (3) years of nursing experience within the last five years.
- 20 (3) The Provisional Certificate for School Nurse may be renewed for subsequent five (5)
21 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

Agenda Book

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

Agenda Book

- 1 Section 4. Requirements for the Advanced School Nurse Certificate: (1) The Advanced
2 School Nurse Certificate shall be issued upon application to the Education Professional
3 Standards Board using Form TC-1.
- 4 (2) The Advanced School Nurse Certificate shall be issued upon application and submission
5 of proof of documentation of completion of one of the following two (2) options:
- 6 (a) Option 1:
- 7 1. A valid license as a Registered Nurse issued by the Kentucky Board of Nursing;
8 2. A Bachelor of Science Degree in Nursing; and
9 3. A Master's Degree in a related field as designated by the definition of "area of nursing
10 practice" as codified in KRS 314.011(6), including psychology, biological, physical, or
11 social sciences applicable to nursing practice.
- 12 (b) Option 2:
- 13 1. A valid license as a Registered Nurse issued by the Kentucky Board of Nursing; and
14 2. A Master's Degree in Nursing .
- 15 (3) The Advanced School Nurse Certificate shall be issued for an initial period of five (5)
16 years and may be renewed for subsequent five (5) year periods upon application and
17 submission of proof of the following:
- 18 (1) A valid license as a registered nurse issued by the Kentucky Board of Nursing; and
19 (2) Three years of experience as a school nurse with in the most recent five (5) year period.
20 (4) The Advanced School Nurse Certificate shall be issued at Rank I.
- 21 Section 5. Incorporation by Reference. (1) The following material is incorporated by
22 reference:
- 23 (a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and
24 (b) Form TC-2, rev. 4/2004, Education Professional Standards Board.

Agenda Book

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

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item E](#)

Action Item:

16 KAR 5:010, Standards for Accreditation of Educator Preparation Units and Approval of Programs, Amendment, Final Action

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).

Background:

EPSB staff continues 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 **At Risk of Low Performance**.
 - Change from “Low Performing” to **Low Performance**.
6. Section 25—Quality Performance Index wording change:

Agenda Book

- Change from “Excellent Performing” to **Excellent Performance**.
- Change from “Satisfactory Performing” to **Satisfactory Performance**.
- Change from “At Risk of Low Performing” to **At Risk of Low Performance**.
- Change from “Low Performing” to **Low Performance**.

Alternative Actions:

1. Approve the amendment to 16 KAR 5:010.
2. Modify and approve the amendment to 16 KAR 5:010.
3. Do not approve the amendment to 16 KAR 5:010.

Staff Recommendation:

Alternative 1

Rationale:

The changes will provide consistency with current practice and put in place procedures to monitor institutional accountability.

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Executive Director

Date:

March 20, 2006

Agenda Book

1 EDUCATION PROFESSIONAL STANDARDS BOARD

2 **16 KAR 5:010. Standards for accreditation of educator preparation units and approval**
3 **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 for
9 obtaining and maintaining a teaching certificate and for programs of preparation for teachers
10 and other professional school personnel, and KRS 161.030(1) requires all certificates issued
11 under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations
12 of the board. This administrative regulation establishes the requirements for obtaining and
13 maintaining a school psychologist certificate. This administrative regulation establishes the
14 standards for accreditation of an educator preparation unit and approval of a program to
15 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 institutionally-
19 prepared annual reports for a two (2) year period.

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

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

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

Agenda Book

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

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

6 Section 2. Accreditation Requirements. (1) An institution offering an educator certification
7 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 a rank
12 change; and

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

17 1. Standard 1 - Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work
18 in schools as teachers or other professional school personnel know and demonstrate the
19 content, pedagogical, and professional knowledge, skills, and dispositions necessary to help
20 all students learn. Assessments indicate that candidates meet professional, state, and
21 institutional standards.

22 2. Standard 2 - Assessment System and Unit Evaluation. The unit has an assessment system
23 that collects and analyzes data on applicant qualifications, candidate and graduate
24 performance, and unit operations to evaluate and improve the unit and its programs.

Agenda Book

- 1 3. Standard 3 - Field Experience and Clinical Practice. The unit and its school partners
2 design, implement, and evaluate field experiences and clinical practice so that teacher
3 candidates and other school personnel develop and demonstrate the knowledge, skills, and
4 dispositions necessary to help all students learn.
- 5 4. Standard 4 - Diversity. The unit designs, implements, and evaluates curriculum and
6 experiences for candidates to acquire and apply the knowledge, skills, and dispositions
7 necessary to help all students learn. These experiences include working with diverse higher
8 education and school faculty, diverse candidates, and diverse students in P-12 schools.
- 9 5. Standard 5 - Faculty Qualifications, Performance, and Development. Faculty are qualified
10 and model best professional practices in scholarship, service, and teaching, including the
11 assessment of their own effectiveness as related to candidate performance; they also
12 collaborate with colleagues in the disciplines and schools. The unit systematically evaluates
13 faculty performance and facilitates professional development.
- 14 6. Standard 6 - Unit Governance and Resources. The unit has the leadership, authority,
15 budget, personnel, facilities, and resources including information technology resources, for
16 the preparation of candidates to meet professional, state, and institutional standards.
- 17 (3) NCATE accreditation shall not be a condition of offering an educator certification
18 program or a program leading to a rank change.
- 19 (4) All educator preparation institutions and programs operating in Kentucky that require
20 licensure by the Council on Postsecondary Education under KRS 164.945-164.947 and 13
21 KAR 1:020 shall:
- 22 (a) Be accredited by the state through the EPSB under this administrative regulation as a
23 condition of offering an educator certification program or a program leading to rank change;
24 and

Agenda Book

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

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

8 (2) Stage One.

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

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

13 (c) The institution shall submit the following documentation:

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

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

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

22 (3) Stage Two.

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

Agenda Book

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

Agenda Book

- 1 1. Hold this temporary authorization for two (2) years; and
- 2 2. Continue the developmental process and the first accreditation process established in this
- 3 administrative regulation.
- 4 (c) An institution denied temporary authorization may reapply.
- 5 (d) During the two (2) year period of temporary authorization, the institution shall:
 - 6 1. Admit candidates;
 - 7 2. Monitor, evaluate, and assess the academic and professional competency of candidates;
 - 8 and
 - 9 3. Report regularly to the EPSB on the institution's progress.
- 10 (e) During the two (2) year period of temporary authorization, the EPSB:
 - 11 1. May schedule additional technical visits; and
 - 12 2. Shall monitor progress by paper review of annual reports, admission and exit data, and
 - 13 trend data.
- 14 (5) Stage Four.
 - 15 (a) The institution shall host a first accreditation visit within two (2) years of the approval or
 - 16 approval with conditions of temporary authorization.
 - 17 (b) All further accreditation activities shall be governed by the remaining sections of this
 - 18 administrative regulation, which govern the first accreditation of an educator preparation
 - 19 institution.
- 20 Section 4. Schedule and Communications. (1) The EPSB shall send an accreditation and
- 21 program approval schedule to each educator preparation institution no later than August 1 of
- 22 each year. The first accreditation cycle shall provide for an on-site continuing accreditation
- 23 visit at a five (5) year interval. The regular accreditation cycle shall provide for an on-site
- 24 continuing accreditation visit at a seven (7) year interval.

Agenda Book

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

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

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

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

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

14 Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB to
15 provide data about faculty and students in each approved program, progress made in
16 addressing areas for improvement identified by its last accreditation evaluation, and major
17 program developments in each NCATE standard.

18 (b) The institution shall use the data system identified by the EPSB.

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

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

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

Agenda Book

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

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

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

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

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

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

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

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

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

Agenda Book

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

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

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

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

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

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

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

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

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

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

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

23 (5) The EPSB shall discuss a recommendation for termination with the originating
24 institution. The institution may submit a written response which shall be presented, with the

Agenda Book

1 Reading Committee comments and written accreditation and program, by EPSB staff for
2 recommendation to the full EPSB.

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

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

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

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

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

18 a. The degree or award levels for each program;

19 b. The administrative location for each program; and

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

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

Agenda Book

- 1 4. An organizational chart of the institution that depicts the professional education unit and
2 indicates the unit's relationship to other administrative units within the college or university.
- 3 (b) Precondition Number 2. A dean, director, or chair is officially designated as head of the
4 unit and is assigned the authority and responsibility for its overall administration and
5 operation. The institution shall submit a job description for the head of the professional
6 education unit.
- 7 (c) Precondition Number 3. Written policies and procedures guide the operations of the unit.
8 Required documentation shall include cover page and table of contents for codified policies,
9 bylaws, procedures, and student handbooks.
- 10 (d) Precondition Number 4. The unit has a well-developed conceptual framework that
11 establishes the shared vision for a unit's efforts in preparing educators to work in P-12
12 schools and provides direction for programs, courses, teaching, candidate performance,
13 scholarship, service, and unit accountability. Required documentation shall include:
- 14 1. The vision and mission of the institution and the unit;
 - 15 2. The unit's philosophy, purposes,, and goals;
 - 16 3. Knowledge bases including theories, research, the wisdom of practice, and education
17 policies, that inform the unit's conceptual framework;
 - 18 4. Candidate proficiencies aligned with the expectations in professional, state, and
19 institutional standards; and
 - 20 5. A description of the system by which the candidate proficiencies described are regularly
21 assessed.
- 22 (e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the
23 quality of its offerings, the performance of candidates, and the effectiveness of its graduates.
24 Required documentation shall include a description of the unit's assessment and data

Agenda Book

1 collection systems that support unit responses to Standards 1 and 2 established in Section
2 2(2)(b)1 and 2 of this administrative regulation.

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

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

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

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

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

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

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

23 2. Documentation submitted to the state for Title II, indicating that the unit's summary pass
24 rate on state licensure examinations meets or exceeds the required state pass rate of eighty

Agenda Book

1 (80) percent. If the required state pass rate is not evident on this documentation, it shall be
2 provided on a separate page.

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

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

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

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

Agenda Book

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

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

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

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

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

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

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

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

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

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

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

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

22 (3) Program experiences including the relationship among the program's courses and

23 experiences, content standards of the relevant national specialty program associations (e.g.,

24 National Council of Teachers of Mathematics, National Council for the Social Studies, The

Agenda Book

- 1 Council for Exceptional Children, North American Association for Environmental
2 Education, etc.), student academic expectations as established in 703 KAR 4:060, and
3 relevant state performance standards established in 16 KAR 1:010 or incorporated by
4 reference into this administrative regulation;
- 5 (4)(a) Identification of how the program integrates the unit's continuous assessment to assure
6 each candidate's mastery, prior to exit from the program, of content of the academic
7 discipline, and state performance standards as established in 16 KAR 1:010; and
- 8 (b) Identification of how the program utilizes performance assessment to assure that each
9 candidate's professional growth is consistent with the New and Experienced Teacher
10 Standards as established in 16 KAR 1:010;
- 11 (5) A list of faculty responsible for and involved with the conduct of the specific program,
12 along with the highest degree of each, responsibilities for the program, and status of
13 employment within the unit and the university; and
- 14 (6) A curriculum guide sheet or contract provided to each student before or at the time of
15 admittance to the program.
- 16 Section 12. Board of Examiners. (1) A Board of Examiners shall:
- 17 (a) Be recruited and appointed by the EPSB. The board shall be comprised of an equal
18 number of representatives from three (3) constituent groups:
- 19 1. Teacher educators;
- 20 2. P-12 teachers and administrators; and
- 21 3. State and local policymaker groups; and
- 22 (b) Include at least thirty-six (36) members representing the following constituencies;
- 23 1. Kentucky Education Association, at least ten (10) members;
- 24 2. Kentucky Association of Colleges of Teacher Education, at least ten (10) members; and

Agenda Book

- 1 3. At least ten (10) members nominated by as many of the following groups as may wish to
2 submit a nomination:
- 3 a. Kentucky Association of School Administrators;
 - 4 b. Persons holding positions in occupational education;
 - 5 c. Kentucky Branch National Congress of Parents and Teachers;
 - 6 d. Kentucky School Boards Association;
 - 7 e. Kentucky Association of School Councils;
 - 8 f. Kentucky Board of Education;
 - 9 g. Kentucky affiliation of a national specialty program association;
 - 10 h. Prichard Committee for Academic Excellence;
 - 11 i. Partnership for Kentucky Schools; and
 - 12 j. Subject area specialists in the Kentucky Department of Education.
- 13 (2) An appointment shall be for a period of four (4) years. A member may serve an additional
14 term if renominated and reappointed in the manner prescribed for membership. A vacancy
15 shall be filled by the EPSB as it occurs.
- 16 (3) A member of the Board of Examiners and a staff member of the EPSB responsible for
17 educator preparation and approval of an educator preparation program shall be trained by
18 NCATE or trained in an NCATE-approved state program.
- 19 (4) The EPSB shall select and appoint for each scheduled on-site accreditation a team of
20 examiners giving consideration to the number and type of programs offered by the
21 institution. Team appointments shall be made at the beginning of the academic year for each
22 scheduled evaluation visit. A replacement shall be made as needed.
- 23 (5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall arrange for
24 the joint Board of Examiners to be cochaired by an NCATE appointed team member and a

Agenda Book

1 state team chair appointed by the EPSB. The joint Board of Examiners shall be composed of
2 a majority of NCATE appointees in the following proportions, respectively: NCATE and
3 state - six (6) and five (5), five (5) and four (4), four (4) and three (3), three (3) and two (2).

4 The size of the Board of Examiners shall depend upon the size of the institution and the
5 number of programs to be evaluated.

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

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

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

11 Section 13. Assembly of Records and Files for the Evaluation Team. For convenient access,
12 the institution shall assemble, or make available, records and files of written materials which
13 supplement the institutional report and which may serve as further documentation. The
14 records and files shall include:

15 (1) The faculty handbook;

16 (2) Agenda, list of participants, and products of a meeting, workshop, or training session
17 related to a curriculum and governance group impacting professional education;

18 (3) Faculty vitae or resumes;

19 (4) A random sample of graduates' transcripts;

20 (5) Conceptual framework documents;

21 (6) A curriculum program, rejoinder, or specialty group response that was submitted as a part
22 of the program review process;

23 (7) Course syllabi;

24 (8) Policies, criteria and student records related to admission and retention;

Agenda Book

- 1 (9) Samples of students' portfolios and other performance assessments;
- 2 (10) Record of performance assessments of candidate progress and summary of results
- 3 including a program change based on continuous assessment;
- 4 (11) Student evaluations, including student teaching and internship performance; and
- 5 (12) Data on performance of graduates, including results of state licensing examinations and
- 6 job placement rates.

7 Section 14. Previsit to the Institution. No later than one (1) month prior to the scheduled on-
8 site evaluation visit, the EPSB shall conduct a previsit to the institution to make a final
9 review of the arrangements. For an NCATE-accredited institution, the previsit shall be
10 coordinated with NCATE.

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

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

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

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

Agenda Book

- 1 (5) In a joint team, all Board of Examiners members shall vote on whether the educator
2 preparation institution has met the six (6) NCATE standards. A determination about each
3 standard shall be limited to the following options:
- 4 (a) Met;
 - 5 (b) Met, with one (1) or more defined areas for improvement; or
 - 6 (c) Not met.
- 7 (6)(a) The Board of Examiners shall review each program and cite the areas for improvement
8 for each, if applicable.
- 9 (b) The Board of Examiners shall define the areas for improvement in its report.
- 10 (7) The processes established in subsections (5) and (6) of this section shall be the same for
11 first and continuing accreditation.
- 12 (8) The on-site evaluation process shall end with a brief oral report:
- 13 (a) By the NCATE team chair and state team chair for a joint state/NCATE visit; or
 - 14 (b) By the state team chair for a state-only visit.
- 15 Section 16. Preparation and Distribution of the Evaluation Report. (1) For a state-only visit,
16 the evaluation report shall be prepared and distributed as follows:
- 17 (a) The EPSB staff shall collect the written evaluation pages from each Board of Examiners
18 member before leaving the institution.
 - 19 (b) The first draft shall be typed and distributed to Board of Examiners members.
 - 20 (c) A revision shall be consolidated by the Board of Examiners chair who shall send the next
21 draft to the unit head to review for factual accuracy.
 - 22 (d) The unit head shall submit written notification to the EPSB confirming receipt of the
23 draft.

Agenda Book

- 1 (e) The unit head shall submit to the Education Professional Standards Board [~~Board of~~
2 ~~Examiners chair~~] within ten (10) [~~five (5)~~] working days either:
- 3 1. A written correction to the factual information contained in the report; or
 - 4 2. Written notification that the unit head has reviewed the draft and found no factual errors.
- 5 (f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each
6 member of the Board of Examiners.
- 7 (g) The final report shall be printed by the EPSB and sent to the institution and to the Board
8 of Examiners members within thirty (30) to sixty (60) working days of the conclusion of the
9 on-site visit.
- 10 (2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as
11 follows:
- 12 (a) The NCATE chair shall be responsible for the preparation, editing and corrections to the
13 NCATE report.
 - 14 (b) The state chair shall be responsible for the preparation, editing and corrections of the state
15 report in the same manner established in subsection (1) of this section for a state-only visit.
 - 16 (c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits
17 shall be prepared in accordance with the Board of Examiners Report Format for
18 State/NCATE Accreditation Visits.
- 19 Section 17. Institutional Response to the Evaluation Report. (1)(a) The institution shall
20 acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the
21 report.
- 22 (b) If desired, the institution shall submit within thirty (30) working days of receipt of the
23 report a written rejoinder to the report which may be supplemented by materials pertinent to
24 a conclusion found in the evaluation report.

Agenda Book

- 1 (c) The rejoinder and the Board of Examiners report shall be the primary documents
2 reviewed by the Accreditation Audit Committee and EPSB.
- 3 (d) An unmet standard or area of improvement statement cited by the team may be
4 recommended for change or removal by the Accreditation Audit Committee or by the EPSB
5 because of evidence presented in the rejoinder. The Accreditation Audit Committee or the
6 EPSB shall not be bound by the Board of Examiners decision and may reach a conclusion
7 different from the Board of Examiners or NCATE.
- 8 (2) If a follow-up report is prescribed through accreditation with conditions, the institution
9 shall follow the instructions that are provided with the follow-up report.
- 10 (3) If the institution chooses to appeal a part of the evaluation results, the procedure
11 established in Section 22 of this administrative regulation shall be followed.
- 12 (4) The institution shall make an annual report relating to the unit for educator preparation
13 and relating to the programs of preparation as required by Section 5 of this administrative
14 regulation.
- 15 Section 18. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall be
16 a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the
17 Accreditation Audit Committee as follows:
- 18 (a) One (1) lay member;
19 (b) Two (2) classroom teachers, appointed from nominees provided by the Kentucky
20 Education Association;
21 (c) Two (2) teacher education representatives, one (1) from a state-supported institution and
22 one (1) from an independent educator preparation institution, appointed from nominees
23 provided by the Kentucky Association of Colleges for Teacher Education; and

Agenda Book

- 1 (d) Two (2) school administrators appointed from nominees provided by the Kentucky
2 Association of School Administrators.
- 3 (2) The chairperson of the EPSB shall designate a member of the Accreditation Audit
4 Committee to serve as its chairperson.
- 5 (3) An appointment shall be for a period of four (4) years except that three (3) of the initial
6 appointments shall be for a two (2) year term. A member may serve an additional term if
7 renominated and reappointed in the manner established for membership. A vacancy shall be
8 filled as it occurs in a manner consistent with the provisions for initial appointment.
- 9 (4) A member of the Accreditation Audit Committee shall be trained by NCATE or in
10 NCATE-approved training.
- 11 (5) Following an on-site accreditation visit, the Accreditation Audit Committee shall review
12 the reports and materials constituting an institutional self-study, the report of the evaluation
13 team, and the institutional response to the evaluation report. The committee shall then
14 prepare a recommendation for consideration by the EPSB.
- 15 (a) The committee shall review procedures of the Board of Examiners to determine whether
16 approved accreditation guidelines were followed.
- 17 (b) For each institution, the committee shall make a recommendation with respect to the
18 accreditation of the institutional unit for educator preparation as well as for approval of the
19 individual programs of preparation.
- 20 (c) For first accreditation, one (1) of four (4) recommendations shall be made:
- 21 1. Accreditation;
22 2. Provisional accreditation;
23 3. Denial of accreditation; or
24 4. Revocation of accreditation.

Agenda Book

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

Agenda Book

- 1 1. This accreditation decision indicates that the unit meets each of the six (6) NCATE
2 standards for unit accreditation. Areas for improvement may be cited, indicating problems
3 warranting the institution's attention. In its subsequent annual reports, the professional
4 education unit shall be expected to describe progress made in addressing the areas for
5 improvement cited in the EPSB's action report.
- 6 2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;
7 (b) Provisional accreditation.
- 8 1. This accreditation decision indicates that the unit has not met one (1) or more of the
9 NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each
10 previously-unmet standard. EPSB shall require submission of documentation that addresses
11 the unmet standard or standards within six (6) months of the accreditation decision, or shall
12 schedule a visit focused on the unmet standard or standards within two (2) years of the
13 semester that the provisional accreditation decision was granted. If the EPSB decides to
14 require submission of documentation, the institution may choose to waive that option in favor
15 of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide
16 to:
 - 17 a. Accredit; or
 - 18 b. Revoke accreditation.
- 19 2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years
20 following the semester of the first accreditation visit; or
- 21 (c) Denial of accreditation. This accreditation decision indicates that the unit does not meet
22 one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity
23 to offer quality programs that adequately prepare candidates.

Agenda Book

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

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

4 (a) Accreditation.

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

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

12 (b) Accreditation with conditions.

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

22 a. Continue accreditation; or

23 b. Revoke accreditation.

Agenda Book

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

4 (c) Accreditation with probation.

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

14 a. Continue accreditation; or

15 b. Revoke accreditation.

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

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

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

Agenda Book

- 1 2. Misrepresents its [≠] accreditation status to the public;
- 2 3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
- 3 4. Fails to submit annual reports or other documents required for accreditation.
- 4 (5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation,
- 5 including failure to remove conditions, shall include notice that:
- 6 (a) The institution shall inform students currently admitted to a certification or rank program
- 7 of the following:
- 8 1. A student recommended for certification or advancement in rank within the twelve (12)
- 9 months immediately following the denial or revocation of state accreditation and who applies
- 10 to the EPSB within the fifteen (15) months immediately following the denial or revocation of
- 11 state accreditation shall receive the certificate or advancement in rank; and
- 12 2. A student who does not meet the criteria established in subparagraph 1 of this paragraph
- 13 shall transfer to a state accredited education preparation unit in order to receive the certificate
- 14 or advancement in rank; and
- 15 (b) An institution for which the EPSB has denied or revoked accreditation shall seek state
- 16 accreditation through completion of the first accreditation process. The on-site accreditation
- 17 visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action
- 18 to revoke or deny state accreditation.
- 19 Section 20. Program Approval Action Outside the First or Regular Continuing Accreditation
- 20 Cycle. (1) Approval of a program shall be through the program process established in Section
- 21 11 of this administrative regulation except that a new program not submitted during the
- 22 regular accreditation cycle or a program substantially revised since submission during the
- 23 accreditation process shall be submitted for approval by the EPSB prior to admission of a
- 24 student to the program.

Agenda Book

1 (2) For a new or substantially revised program, the EPSB shall consider a recommendation
2 by staff, including review by the Continuous Assessment Review Committee, Content
3 Program Review Committee and the Reading Committee.

4 (3) A recommendation made pursuant to subsection (2) of this section shall be presented to
5 the full EPSB.

6 (4) Program approval decision options shall be:

7 (a) Approval, with the next review scheduled during the regular accreditation cycle unless a
8 substantial revision is made;

9 (b) Approval with conditions, with a maximum of one (1) year probationary extension for
10 correction of a specified problem to be documented through written materials or through an
11 on-site visit. At the end of the extension, the EPSB shall decide that the documentation
12 supports:

13 1. Approval; or

14 2. Denial of approval; or

15 (c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality
16 of preparation of school personnel.

17 (5) The EPSB shall order review of a program if it has cause to believe that the quality of
18 preparation is seriously jeopardized. The review shall be conducted under the criteria and
19 procedures established in the EPSB "Emergency Review of Certification Programs
20 Procedure " policy incorporated by reference. The on-site review shall be conducted by
21 EPSB staff and a Board of Examiners team. The review shall result in a report to which the
22 institution may respond. The review report and institutional response shall be used by the
23 Executive Director of the EPSB [~~Accreditation Audit Committee~~] as the basis for a
24 recommendation to the full EPSB for:

Agenda Book

1 (a) Approval;

2 (b) Approval with conditions; or

3 (c) Denial of approval for the program.

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

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

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

14 Section 21. Public Disclosure. (1) After a unit and program approval decision becomes final,
15 the EPSB shall prepare official notice of the action. The disclosure notice shall include the
16 essential information provided in the official letter to the institution, including the decision
17 on accreditation, program approval, standards not met, program areas for improvement, and
18 dates of official action.

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

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

Agenda Book

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

4 (a) A prescribed standard was disregarded;

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

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

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

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

13 Section 23. Approval of Alternative Route to Certification Programs. (1) Alternative route
14 programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation
15 unit accreditation and program approval processes established in this administrative
16 regulation and in the EPSB policy and procedure entitled "Approval of Alternative Route to
17 Certification Program Offered Under KRS 161.028 " as a condition of offering an educator
18 certification program or program leading to a rank change.

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

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

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

Agenda Book

- 1 (a) State accreditation rating of "provisional";
- 2 (b) State accreditation rating of "accreditation with conditions"; or
- 3 (c) Quality Performance Index of "At Risk of Low Performance" [~~"At Risk of Low~~
- 4 ~~Performing"~~] established in Section 25 of this administrative regulation; or
- 5 (2) "Low performing" if an educator preparation program has received a:
 - 6 (a) State accreditation rating of "accreditation with probation"; or
 - 7 (b) Quality Performance Index of "Low Performance" [~~"Low Performing"~~] established in
 - 8 Section 25 of this administrative regulation.
- 9 Section 25. The Education Professional Standards Board shall produce a state report card,
- 10 which shall include:
 - 11 (1) General information on the institution and the educator preparation unit;
 - 12 (2) Contact information for the person responsible for the educator preparation unit;
 - 13 (3) Type or types of accreditation the unit holds;
 - 14 (4) Current state accreditation status of the educator preparation unit;
 - 15 (5) Year of last state accreditation visit and year of next scheduled visit;
 - 16 (6) Table of the unit's approved certification program or programs;
 - 17 (7) Tables relating the unit's total enrollment disaggregated by ethnicity and gender for last
 - 18 three (3) years;
 - 19 (8) Tables relating the unit's faculty disaggregated by FTE, ethnicity, and gender for last
 - 20 three (3) years;
 - 21 (9) Table of the number of program completers (teachers and administrators) for the last
 - 22 three (3) years;
 - 23 (10) Table relating pass rates on the required assessments;
 - 24 (11) Table relating pass rates for Kentucky Teacher Internship Program;

Agenda Book

- 1 (12) Table relating pass rates for Kentucky Principal Internship Program (if applicable);
- 2 (13) Table indicating student teacher satisfaction with preparation program;
- 3 (14) Table relating teacher intern satisfaction with preparation program;
- 4 (15) Table relating new teacher (<3 years) and supervisor satisfaction with preparation
- 5 program;
- 6 (16) Table aggregating quality performance indicators established in this section and the
- 7 standards established in Section 2 of this administrative regulation;
- 8 (17) Hyperlinks to various supporting documents; and
- 9 (18) A Quality Performance Index (QPI) for each educator preparation unit. The Quality
- 10 Performance Index shall comply with the provisions established in this subsection.
- 11 (a) The Quality Performance Index shall provide an indicator of the overall performance of
- 12 the educator preparation unit.
- 13 (b) The Quality Performance Index shall be a calculation of three (3) separate performance
- 14 measures:
 - 15 1. Annual summary PRAXIS II pass rate;
 - 16 2. Overall mean score on the Kentucky Educator Preparation Program new teacher survey;
 - 17 and
 - 18 3. Three (3) year average pass rate on the Kentucky Teacher Internship Program.
- 19 (c) 1. Performance points shall be assigned to the outcome of each of the three (3)
- 20 performance measures and each multiplied by specific performance weights.
- 21 2. The sum of the product shall be divided by the sum of the performance weights.
- 22 3. The resulting quotient produces the Quality Performance Index.
- 23 (d) The Quality Performance Index shall be divided into four (4) performance categories:
 - 24 1. A score of 4.00 to 3.50 shall indicate "Excellent Performance [~~Performing~~]";

Agenda Book

- 1 2. A score of 3.49 to 3.00 shall indicate "Satisfactory Performance [~~Performing~~] ";
- 2 3. A score of 2.99 to 2.75 shall indicate " At Risk of Low Performance" and shall identify the
- 3 educator preparation unit as "at-risk of low performing" in accordance with 20 U.S.C. 1027
- 4 and 1028 and Section 24 of this administrative regulation; and
- 5 4. A score of less than 2.75 shall indicate "Low Performance [~~Performing~~]" and shall identify
- 6 the educator preparation unit as "low performing" in accordance with 20 U.S.C. 1027 and
- 7 1028 and Section 24 of this administrative regulation.
- 8 (e) The performance points and performance weights are established in the "Quality
- 9 Performance Index Calculation" document incorporated by reference.
- 10 Section 26. Approval of On-line Programs. Initial and continuing on-line educator
- 11 preparation programs shall be regionally or nationally accredited and accredited or approved,
- 12 as applicable, by the program's state of origin.
- 13 Section 27. Incorporation by Reference. (1) The following material is incorporated by
- 14 reference:
- 15 (a) "Professional Standards for the Accreditation of Schools, Colleges, and Departments of
- 16 Education", 2002 Edition, National Council for Accreditation of Teacher Education;
- 17 (b) NCATE Unit Standards (2002 Edition), National Council for Accreditation of Teacher
- 18 Education;
- 19 (c) "Education Professional Standards Board Accreditation of Preparation Programs
- 20 Procedure", August 2002;
- 21 (d) "Education Professional Standards Board Approval of Alternative Route to Certification
- 22 Program Offered under KRS 161.028 ", August 2002;
- 23 (e) "Education Professional Standards Board Emergency Review of Certification Programs
- 24 Procedure ", September 2003; and

Agenda Book

- 1 (f) "Quality Performance Index Calculation", 2005 edition, Education Professional Standards
2 Board;
- 3 (g) "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;
- 4 (h) "National Association of School Psychologists, Standards for School Psychology
5 Training Programs, Field Placement Programs, Credentialing Standards, July 2000; and
6 (i) "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for
7 Accreditation of Counseling and Related Education Programs (CACREP) Standards,
8 Education Professional Standards Board, November 2004.
- 9 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
10 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
11 Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m.

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

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

See the List of Teachers of Exceptional Children.

Alternative Actions:

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

Staff's Recommendations:

Alternative 1

Rationale:

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

Agenda Book

Contact Person:

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Executive Director

Date:

March 20, 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:

Agenda Book

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-

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Continuation

Exceptional Children Teacher Assignment Waivers

District	Name	Current Certification	Assignment
Bell County	Amanda Watts	LBD	FMD
Franklin County	Brenda Cox	HI	LBD
Harlan County	Sheila Grant	LBD	FMD
McCreary County	Lavonne Ross	LBD	VI
McCreary County	Lisa Barnett	LBD	VI
McCreary County	Theresa Dixon	MSD	VI
McCreary County	Stephanie Begley	LBD	VI
McCreary County	Terry Spradlin	LBD	VI

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive regulation 16 KAR 3:040 pertaining to Teaching Experience for Director of Special Education Certificate

Applicable Statute or Regulation:

16 KAR 3:040, 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 waive the regulation pertaining to the minimum one year of exceptional child classroom experience for Director of Special Education certification in lieu of related educational experience?

Background:

Ms. Tracy Dunn is requesting a waiver of the one year of exceptional child teaching experience that is required as a prerequisite for adding Director of Special Education to her certifications. She holds a variety of teaching and administrative certificates and has the three years of classroom teaching experience required by the regulation. However, Ms. Dunn does not have the one year of teaching experience with exceptional children. Ms. Dunn requests that the Education Professional Standards Board consider her related education experiences (see Under Separate Cover) with exceptional child programs in lieu of the one year of exceptional child teaching experience.

Ms. Dunn is currently completing the necessary coursework and assessments needed for special education teaching certification through Northern Kentucky University (NKU).

Alternative Actions:

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

Agenda Book

Contact Person:

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Executive Director

Date:

March 20, 2006

Agenda Book

16 KAR 3:040

16 KAR 3:040. Director of special education.

RELATES TO: KRS 157.250, 161.020, 161.030

STATUTORY AUTHORITY: KRS 157.250, 161.020, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board; furthermore, the teacher education institutions are required to be approved for offering the preparation programs corresponding to particular certificates on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the director of special education certificate, the program approval standards for the preparation-certification program for directors of special education, and identifies acceptable certificates for individuals who may serve in a position which supervises, directs, administers, or coordinates special education programs.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of director of special education.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of director of special education.

(3) "Qualified applicant" means an applicant who holds the appropriate certification as a director of special education unless the superintendent of the employing school district has documented evidence that the applicant is unsuitable for appointment.

Section 2. (1) The professional certificate for director of special education shall be issued in accordance with the pertinent Kentucky statutes and administrative regulations of the Education Professional Standards Board to an applicant who has satisfied the prerequisites and who has completed an approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in 16 KAR 5:010 and this section.

(2) As prerequisites for the Level I program of preparation for the initial professional certificate for director of special education, the candidate shall:

(a) Have been admitted to a preparation program approved by the Education Professional Standards Board pursuant to 16 KAR 5:010;

(b) Have completed three (3) years of full-time experience as a teacher or school psychologist with a minimum of one (1) year as a teacher of exceptional children or school psychologist;

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item, Waiver C](#)

Action Item:

Request to waive regulation pertaining to requirements for Rank II

Applicable Statute or Regulation:

16 KAR 8:020, Section 1

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) accept a Master's Degree in Family Studies to satisfy the requirements as an acceptable graduate program for certificate renewal and Rank II?

Background:

Ms. Jenny O'Neill was issued a Professional Certificate for Teaching English, Grades 9–12, which expires on June 30, 2007. Ms. O'Neill is requesting a review by the Board to determine whether her Master's Degree in Family Studies will enhance her area of certification. In accordance with 16 KAR 8:020, Section 1, an acceptable graduate degree must enhance current certification; add another area of specialization to current qualifications; or advance qualifications to administration.

Ms. O'Neill's request (and other related materials), transcripts, and certification information are included in the Under Separate Cover section.

Alternative Actions:

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

Agenda Book

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Executive Director

Date:

March 20, 2006

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.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver D

Action Item:

Request by Ms. Laura Borens to waive regulation 16 KAR 6:010 pertaining to Praxis II: Middle School English Language Arts (0049) and/or English, Language, Literature, and Composition: Essays (0042).

Applicable Statute and Regulation:

KRS 161.028
16 KAR 6:010
KRS 161.030

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 regulation pertaining to Kentucky assessment requirements for Middle School English (5–9) and/or Secondary English (8–12) certification?

Background:

Ms. Laura Borens is seeking Middle School and/or Secondary English certification. She has completed and passed the following tests.

<i>Test</i>	<i>Test Date</i>	<i>Results</i>
Principles of Learning & Teaching: Grades 7–12 (0524)	03-05-2005	Passed (181)
English Language, Literature, and Composition: Content Knowledge (0041)	03-05-2005	Passed (173)
English Language, Literature, and Composition: Pedagogy (0043)	04-16-2005	Passed (155)

Agenda Book

Kentucky requires the following Praxis II tests for Middle School English certification:

1. Principles of Learning & Teaching, Grades 5–9 (0523)
2. Middle School English Language Arts (0049)

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

1. Principles of Learning and Teaching, Grades 7–12 (0524)
2. English Language, Literature, and Composition: Content Knowledge (0041)
3. English Language, Literature, and Composition: Essays (0042)

The staff's review of the Educational Testing Service (ETS) test specifications are summarized below:

1. As it pertains to Middle School English Certification assessments, test 0043 is a one-hour, constructed-response test measuring the prospective teacher's ability to analyze student writing. The Kentucky required assessment, test 0049 is a two-hour test consisting of 90 multiple-choice questions and two constructed-response questions (short answer essay). The constructed-response section is designed to assess the prospective teacher's knowledge of English content (literature, development and use of English language, composition, and rhetoric). The constructed-response section is also designed to assess the prospective teacher's ability to interpret and/or discuss an approach of interpreting literary or nonfiction text and to discuss rhetorical elements of a piece of writing.
2. As it pertains to Secondary English Certification assessments, test 0043 is a one-hour, constructed-response test measuring the prospective teacher's ability to analyze student writing. The Kentucky required assessment, test 0042 is a two-hour essay test measuring the prospective teacher's ability to analyze the actual works of prose and poetry.

Ms. Borens' request, transcript, and certification information are included in the Under Separate Cover section.

Alternative Action:

1. Do not waive the regulation pertaining to the assessments required for Middle School English Certification or Secondary English Certification.
2. Waive the regulation pertaining to the assessments for either Middle School English Certification and/or Secondary English Certification.

Staff Recommendation:

Alternative Action 1

Rationale:

Based on ETS's Test at a Glance documents, the Praxis II tests 0042, 0043, and 0049 each measure different facets of a prospective English teacher's

Agenda Book

knowledge and skills. Therefore, the test taken by Ms. Borens (0043) is not an acceptable substitute for the assessments required for Middle School English (0049) or Secondary English (0042).

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Executive Director

Date:

March 20, 2006

Agenda Book

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Communication disorders:

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

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

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

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

(c) Moderate and severe disabilities:

Agenda Book

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

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

(d) Hearing impaired:

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

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

(e) Hearing impaired with sign proficiency:

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

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

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

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

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

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

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

(a) Biology:

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

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

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

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

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

(b) Chemistry:

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

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

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

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

Agenda Book

2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

(c) English:

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

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

(d) Social Studies:

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

2. Social Studies: Interpretation of Materials (0083) - 160;

(e) Mathematics:

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

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

(f) Physics:

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

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

(ii) Physics: Content Knowledge (0261) - 114; or

b. Physics: Content Knowledge (0265) - 133; or

2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

(g) Earth science:

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

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

b. Earth Science: Content Knowledge (0571) - 145; or

2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

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

(a) Art:

1. Art Content Knowledge (0133) - 161; and

2. Art Making (0131) - 154;

(b) French:

French: Content Knowledge (0173) - 159;

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

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

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item, Waiver E](#)

Action Item:

Request by Ms. Melissa Lemerand to waive regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K–6 (0522) and Elementary Education: Content Knowledge (0014) and/or Principles of Learning & Teaching: Grades 5–9 (0523), Middle School English, Language Arts (0049), and Middle School Science (0439).

Applicable Statute and Regulation:

KRS 161.028
16 KAR 6:010
KRS 161.030

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 regulation pertaining to Kentucky assessment requirements for Elementary (P–5) certification and/or Middle School English and Science certification in lieu of the Illinois Certification Testing System (ICTS) tests, 102 Assessment of Professional Teaching and 110 Elementary/Middle Grades?

Background:

Melissa Lemerand is seeking Elementary (P–5) and/or Middle School English and Science certification. She has completed and passed the following Illinois teacher certification tests:

Test	Test Date	Results
(ICTS) 102 Assessment of Professional Teaching	04-30-05	Passed (254)
(ICTS) 110 Elementary/Middle Grades	04-30-05	Passed (248)

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

1. Principles of Learning & Teaching: Grades K–6 (0522)
2. Elementary Education: Content Knowledge (0014)

Kentucky requires the following Praxis II tests for middle school English and science certification:

Agenda Book

1. Principles of Learning & Teaching: Grades 5–9 (0523)
2. Middle School English Language Arts (0049)
3. Middle School Science (0439)

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

1. The ICTS 102 Assessment of Professional Teaching test is designed to assess a prospective teacher's pedagogical knowledge. The test includes categories that are nearly identical to the Praxis II (0522), as well as additional subcategories. Therefore, it appears that the pedagogical constructs of the 102 Assessment of Professional Teaching equal or exceed those within the Praxis II (0522).
2. The ICTS 110 Elementary/Middle Grades test includes the same content categories and some additional to those in (0014).
3. The ICTS 110 Elementary/Middle Grades test is a multiple-choice test designed to assess a prospective teacher's knowledge of specific English content. The ICTS test specifications do not include the same content categories as (0049). The Praxis II (0049) consists of 90 multiple-choice questions and two constructed-response questions (short answer essay). The multiple-choice section is designed to assess the prospective teacher's knowledge of English content (literature, development and use of English language, composition, and rhetoric). The constructed-response section is designed to assess the prospective teacher's ability to interpret and/or discuss an approach of interpreting literary or nonfiction text and to discuss rhetorical elements of a piece of writing.
4. Based on a review of the ICTS test specifications and study guide, the ICTS 110 Elementary/Middle Grades test is a multiple-choice test designed to assess a prospective teacher's knowledge of specific Science content. The ICTS test specifications do not include the same content categories as (0439). Based on the Praxis II Test at a Glance documents, test 0439 consists of 90 multiple-choice questions and three constructed-response questions (short answer essay). The multiple-choice section is designed to assess the prospective teacher's knowledge of science content (scientific methodology, techniques, history; basic principles; physical sciences; life sciences; earth/space sciences; technology, and society). The constructed-response section is designed to assess the prospective teacher's ability to use and analyze critical concepts in science and to integrate knowledge from science, technology, and society.

Ms. Lemarand's request (and other related materials), transcripts, and certification information are included in the Under Separate Cover section.

Alternative Actions:

1. Waive the regulation pertaining to assessments for Elementary (P-5) Certification, Praxis Principles of Learning & Teaching (0522) and Elementary Education: Content Knowledge (0014) and accept ICTS (102) Assessment of Professional Teaching and ICTS (110) elementary/middle grades in lieu thereof. Do not waive the regulation pertaining to the assessment for middle school English and science content.

Agenda Book

2. Waive the regulation pertaining to the assessments for Elementary (P-5) Certification and Middle School English and Science, Principles of Learning & Teaching: Grades K-6 (0522), Middle School English Language Arts (0049), and English Language, Literature and Composition: Essays (0042) and accept English Language, Literature, and Composition: Pedagogy (0043) in lieu thereof.
3. Do not waive the regulation pertaining to the assessments for Elementary (P-5) Certification or Middle School English and Science, Principles of Learning & Teaching: Grades K-6 (0522), Middle School English Language Arts (0049), and English Language, Literature and Composition: Essays (0042), and do not accept English Language, Literature, and Composition: Pedagogy (0043) in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based on the ICTS 102 and 110 test specifications and study guides and the Praxis II Test at a Glance documents:

1. As it pertains to Elementary (P-5) Certification, the ICTC 102 contains as much as or even more content for assessing pedagogical knowledge than the Praxis II (0522).
2. Although the detailed specifications for the ICTS 110 elementary/middle grades test do not line up word-for-word with the Praxis II (0014), the constructs of the ICTS 110 appear to equal or exceed those within the Praxis (0014).
3. As it pertains to middle school English and science, the ICTS 110 elementary/middle grades test measures different facets of a prospective English and/or science teacher than does the Praxis II (0049 and/or 0439). Therefore, the ICTS 110 is not an acceptable substitute for tests 0049 or 0439.

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
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Executive Director

Date:

March 20, 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.

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

(a) Biology:

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

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

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

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

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

(b) Chemistry:

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

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

Agenda Book

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

[Action Item, Waiver F](#)

Action Item:

Request by Ms. Christine O’Shea to waive the regulation 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014).

Applicable Statute and Regulation:

KRS 161.028

16 KAR 6:010

KRS 161.030

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 regulation pertaining to the Kentucky assessment requirements for Elementary Education (P-5) certification in lieu of the Praxis II tests Fundamental Subjects: Content Knowledge (0511) and Elementary Education: Curriculum, Instruction, and Assessment (0011), Multiple Subject Assessments for Teachers (MSAT) Content Knowledge(0140), and MSAT Content Area Exercises (0151)?

Background:

Christine O’Shea is seeking Elementary Education (P-5) certification. She has completed and passed the following tests:

Test	Test Date	Results
Fundamental Subjects: Content Knowledge (0511)	09-17-2005	Passed (186)
Elementary Education: Curriculum, Instruction, and Assessment (0011)	09-17-2005	Passed (184)
MSAT Content Knowledge (0140)	04-26-2003	Passed (161)
MSAT Content Area Exercised (0151)	04-26-2003	Passed (165)

Agenda Book

Kentucky requires the following Praxis II tests for Elementary Education (P-5) certification as of September 1, 2005:

1. Principles of Learning & Teaching Grades K-6 (0522)
2. Elementary Education: Content Knowledge (0014)

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

1. 0511 is a basic multiple choice content test for English Language Arts, Mathematics, citizenship and Social Science, and Science.
2. 0011 is an elementary content test made of multiple choice curriculum, instruction, and assessment questions over reading and language arts, mathematics, science, social studies, arts and physical education, and general information.
3. MSAT (0140) and MSAT (0151) are multiple subject assessments for teachers in the areas of science, mathematics, literature and language studies, history-social studies, and human development. (0140) is a multiple choice test. 0150 is a constructed response test.

Ms. O'Shea's request (and other related materials), transcripts, and certification information are included in the Under Separate Cover section.

Alternative Action:

1. Waive the regulation pertaining to Elementary Education Content Knowledge (0014) and accept MSAT (0140), MSAT (0151), Praxis (0511) and 0011 in lieu thereof. Do not waive the regulation pertaining to the pedagogy test, Principles of Learning & Teaching (0522).
2. Waive the regulation pertaining to Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014), and accept 0511, 0011, 0140, 0151, and in lieu thereof.
3. Do not waive the regulation pertaining to Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and do not accept the 0511, 0011, 0140, 0151, and 0011 in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based upon the Educational Testing Service (ETS) test specifications:

0511 includes some of but not all of the categories as 0014, along with the basic content areas included in 0014.

0011 includes the same and additional content categories as 0014. In addition, 0011 contains a small amount of pedagogy.

MSAT (0140) and MSAT (0151) include the same content categories as (0014).

Agenda Book

There is not sufficient evidence that the 0511, 0011, 0140, 0151, or a combination of these is adequate for assessing pedagogical knowledge of an elementary teacher.

Contact Person:

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(502) 564-4606
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Executive Director

Date:

March 20, 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.

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

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

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver G

Action Item:

Request by Mr. James Jack to waive the regulation 16 KAR 6:010 pertaining to the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014).

Applicable Statute and Regulation:

KRS 161.028

16 KAR 6:010

KRS 161.030

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 regulation pertaining to the Kentucky assessment requirements for Elementary Education (P-5) certification in lieu of the ETS tests: Multiple Subject Assessment for Teachers (MSAT) Content Knowledge (0140) and MSAT Content Area Exercises (0151) ?

Background:

James Jack is seeking Elementary Education (P-5) certification. He has completed and passed the following tests:

Test	Test Date	Results
(0140) MSAT Content Knowledge	11-23-2002	Passed (180)
(0151) MSAT Content Area Exercises	11-23-2002	Passed (178)

Kentucky requires the following Praxis II tests for Elementary Education (P-5) certification as of September 1, 2005:

- Principles of Learning & 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:

MSAT (0140) and MSAT (0151) are multiple subject assessments for teachers in the areas of science, mathematics, literature and language studies, history-social studies, and human development. MSAT 0140 is a multiple choice test. MSAT 0151 is a constructed response test.

Alternative Action:

1. Waive the regulation pertaining to content assessments for Elementary (P-5) Certification, Elementary Education Content Knowledge (0014) and accept MSAT (0140) and MSAT (0151) in lieu thereof. Do not waive the regulation pertaining to the pedagogy assessment, Principles of Learning & Teaching Grades K-6 (0522).
2. Waive the regulation pertaining to both pedagogy and content assessments for Elementary (P-5) Certification, Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and accept MSAT (0140) and MSAT (0151) in lieu thereof.
3. Do not waive the regulation pertaining to pedagogy or content assessments for Elementary (P-5) Certification, Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and do not accept the MSAT 0140 and MSAT 0151 in lieu thereof.

Staff Recommendation:

Alternative Action 1

Rationale:

Based upon the Educational Testing Service (ETS) test specifications:

MSAT(0140) and MSAT (0151) include the same content categories as 0014.

There is not sufficient evidence that the 0140 and/or 0151 is adequate for assessing pedagogical knowledge of an elementary teacher.

Contact Person:

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(502) 564-4606
Email: robertl.brown@ky.gov

Executive Director

Date:

March 20, 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.

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

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

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

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item, Waiver H](#)

Action Item:

Request by Dr. Lucian Yates, III to waive regulation 16 KAR 5:040 pertaining to cooperating teacher eligibility requirements

Applicable Statutes and Regulation:

KRS 161.028

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 waive of the regulation pertaining to cooperating teacher eligibility requirements?

Background:

Dr. Lucian Yates, III, Chair, School of Education, Kentucky State University (KSU), is requesting on behalf of Mr. Daniel Hill, a waiver of 16 KAR 5:040, Section 2 (b) which requires that cooperating teachers have attained a Rank II. This request is for spring 2006.

Physical education majors at KSU are required to complete dual student teaching placements of a half semester at the elementary level and a half semester at either the middle or secondary level. Because KSU has five physical education majors who are completing student teaching this semester, it has been difficult to provide cooperating teachers that meet all requirements of the regulation. Mr. Hill, a National Board Certified Teacher, is currently teaching at Collins Lane Elementary in the Franklin County school district. He has taught for six years and is highly recommended by his principal. He has completed 24 credit hours toward his Masters degree and he plans to finish it in December 2006. He meets all other requirements of the regulation.

A copy of Dr. Yates' letter and other supportive documentation are included in the Under Separate Cover section.

Alternative Actions:

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

Agenda Book

Contact Person:

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Executive Director

Date:

March 20, 2006

Agenda Book

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that 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.

(3) A student teacher shall receive periodic and regular on-site observation and a critique of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college coordinator shall be available to work with the student teacher and personnel in the cooperating school on a problem that may arise relating to the student teaching situation.

**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, KRS 161.030, KRS 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 approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Mr. John Riclesberger, English as a Second Language, Grades P-12

The application is included in the Under Separate Cover section.

Alternative Actions:

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

Contact Person:

Mr. Michael C. Carr, Director
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Executive Director

Date:

March 20, 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.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Alternative Certification B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, KRS 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 approve the alternative route to certification application?

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Mr. Chris Hart, Business, Grades 8–12

The application is included in the Under Separate Cover section.

Alternative Actions:

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

Contact Person:

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

Executive Director

Date:

March 20, 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.)