

Agenda Book  
EPSB Meeting Agenda

EPSB Offices, 100 Airport Road, Frankfort, KY 40601  
October 23, 2006

Monday, October 23, 2006

9:00 AM EDT

Call to Order

[Approval of September 25, 2006 Minutes](#) (Pages 1-8)

Open Speak

Report of the Executive Director

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

Report of the Chair

Guideline Committee Appointments for Program Approval

Committee Reports

Election of Officers (Ms. Kristin Gregory)

Information/Discussion Item

- A. [EPSB Budget](#) (Mr. Gary Freeland) (Pages 9-10)
- B. [Report on Adhoc Committee on Accreditation Issues](#) (Dr. Marilyn Troupe) (Pages 11-12)
- C. [Emergency Review of Certification Programs Pursuant to the 2005-06 Title II Report](#) (Dr. Troupe) (Pages 13-18)
- D. [Legislative Agenda](#) (Ms. Alicia Sneed) (Pages 19-20)

Action Items

- A. [Amendment to EPSB Policies and Procedures Manual to include procedures for the EPSB approval of financial agreements](#) (Ms. Sneed) (Pages 21-26)
- B. [Adoption of 2006-2008 Goals and Strategies](#) (Dr. Troupe and Dr. Rogers) (Pages 27-32)

C. Program Approvals (Dr. Troupe) (**Pages 33-50**)

1. [St. Catharine College: Developmental Process for New Teacher Preparation Programs-Stage One](#) (**Pages 33-38**)

- Elementary Education, Grades P-5 (Bachelor's Level)
- Middle School, Grades 5-9: English and Science (Bachelor's Level)

2. [Kentucky State University](#) (**Pages 39-50**)

- Master of Arts in Special Education with Learning and Behavior Disorders P-12 (Graduate Level)
- Alternative Route to Certification Proposal for Learning and Behavior Disorders P-12 (Graduate Level)

**Waivers**

- A. [Ms. Karen Byrne – Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 \(0522\) and Elementary Education: Content Knowledge \(0014\)](#) (Ms. Cindy Owen, Ms. Jaime Rice) (**Pages 51-60**)
- B. [Ms. Brooke M. Carter - Request to waive 16 KAR 6:010 pertaining to Praxis II Exceptional Education: Core Content Knowledge \(0353\)](#) (Ms. Owen, Ms. Rice) (**Pages 61-68**)
- C. [Mr. James Gwilliam – Request for the EPSB to reconsider and waive 16 KAR 6:010 pertaining to Praxis II Middle School English Language Arts \(0049\)](#) (Ms. Owen, Ms. Rice) (**Pages 69-76**)
- D. [Ms. Jennifer M. Nokes – Request to waive 16 KAR 6:010 pertaining to the Praxis II Principles of Learning and Teaching \(0522\) and Elementary Education: Content Knowledge \(0014\)](#) (Ms. Owen, Ms. Rice) (**Pages 77-86**)
- E. [Ms. Angela Tripp – Request to waive 16 KAR 6:010 pertaining to the Praxis II Art Making \(0131\)](#) (Ms. Owen, Ms. Rice) (**Pages 87-94**)
- F. [Exceptional Children Teacher Assignment Waivers](#) (Mr. Michael Carr) (**Pages 95-98**)
- G. [Ms. Mardi Montgomery - Request for Substitution of Administrative Experience for Superintendent Certification](#) (Mr. Carr) (**Pages 98-100**)
- H. [Ms. Paula Stone - Request to waiver 6 New Graduate Hours for the Re-issuance of a Certificate](#) (Mr. Carr) (**Pages 101-104**)

**Alternative Route to Certification Applications**

- A. [Mr. Richard Mark Allen](#) (Mr. Carr) (**Pages 105-106**)
- B. [Mr. Eric Allgeier](#) (Mr. Carr) (**Page 107**)

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

**Certification Review and Revocation: Pending Litigation Review**

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

**Board Open Discussion**

**Adjournment**

Next Regular Meeting:

EPSB Board Room, 100 Airport Road, 3<sup>rd</sup> Floor

November 20, 2006

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The actions delineated below were taken in open session of the EPSB at the September 25, 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.

**Education Professional Standards Board (EPSB)**  
**Summary Minutes of the Business Meeting**  
**EPSB Offices, 100 Airport Road, 3rd Floor**  
**Frankfort, Kentucky**  
[September 25, 2006](#)

**Members Present:**

Wally Campbell  
Lydia Coffey  
Sam Evans  
Jennifer Forgy  
Steve Lin  
Rita Presley  
Steve Schenck (for Gene Wilhoit)  
Zenaida Smith  
Tom Stull  
Lorraine Williams

**Members Absent:**

Jim Applegate  
Ann Carty  
Jim Cibulka  
Kristin Gregory  
Kent Juett

**Call to Order**

Chair Tom Stull convened the meeting at 9:15 am EDT.

**Swearing in of New Board Member**

Notary Public Ashley Abshire administered the oath to new Board member, Jennifer Forgy.

**Approval of August 4, 2006 Minutes**

*Motion made by Dr. Sam Evans, seconded by Ms. Lydia Coffey, to approve the minutes of the August 4, 2006, special meeting.*

**Vote:** *Unanimous*

**Approval of August of August 21, 2006 Minutes**

*Motion made by Ms. Rita Presley, seconded by Ms. Lorraine Williams, to approve the minutes of the August 21, 2006, regular meeting with an amendment to change Ms. Williams from present to absent.*

**Vote:** *Yes- 9*

*Recuse- 1 (Dr. Sam Evans)*

Dr. Evans inquired about the National Board for Professional Teaching Standards (NBPTS) mentoring service, approved during the last meeting, which he missed. He asked if staff members looked at alternatives other than limiting the number of candidates in the program if there is insufficient funding to support the number of candidates. Dr. Rogers responded that the EPSB has about \$190,000.00 in the Incentive Trust Fund which funds the NBPTS mentoring service. The EPSB would only limit candidates once this fund is depleted.

## **Open Speak**

There were no requests for open speak.

## **Report of the Executive Director**

Dr. Rogers discussed the contents of the board packets which included a summary of an article by Art Levine titled “Educating School Teachers.”

### Report from the Education Cabinet

Dr. Rogers expressed his delight that Ms. Laura Owens, new Secretary of the Education Cabinet, was present at the meeting. Ms. Owens commented that EPSB members’ roles are a critical piece for leadership in education. She stated that she is pleased with the opportunity to work with the EPSB and thanked the EPSB for its work in education. She welcomed the EPSB to her office anytime.

### Report from the Kentucky Department of Education

Mr. Steve Schenck reported that CAT scores—made public on September 22, 2006—show a positive trend. Mr. Schenck further reported that Commissioner Gene Wilhoit has announced his resignation. Mr. Schenck stated that it has been an honor to work under his leadership for years and his absence will be a difficult void to fill. The Kentucky Department of Education (KDE) intends to perform a national search for Commissioner Wilhoit’s replacement and hopes to fill the position by next summer. Kevin Noland will serve as the interim Commissioner for KDE until the position is filled.

### Report from the Council on Postsecondary Education

There was no report from the Council on Postsecondary Education as Dr. Applegate was absent.

### Teacher Quality Enhancement Grant

Dr. Rogers recognized five important individuals for their work on the Teacher Quality Enhancement Grant which ends on September 30, 2006: Mr. Tom Peterson, Ms. Dee Jones, Dr. Melissa Miracle, Mr. Jeff Kimmel, and Dr. Steve Clements. Almost all of the goals were reached with the grant, and Dr. Rogers stated it was a pleasure to work with the grant team.

## **Report of the Chair**

Mr. Stull asked new board member Jennifer Forgy to introduce herself to the board. Ms. Forgy stated that she is currently a classroom teacher at Paul Lawrence Dunbar High School in Lexington and has been teaching for about 14 years. She has taught in the Governor’s Scholar program for 6 years, and in 2004, she was named the Kentucky High School Teacher of the Year. In addition, Ms. Forgy reported that she has served on different task forces for education, including the Governor’s Task Force and the Portfolio Task Force. She stated that she is pleased and honored to serve on the EPSB because it is one of the most important roles of education in Kentucky. She further stated that she hopes to serve the people and students in Kentucky well.

Introduction of New Dean

Dr. Marilyn Troupe recognized Dr. Milton Brown as the new interim dean of Bellarmine University.

Appointment of Committee to Evaluate the Executive Director

Chairman Stull asked the following individuals to serve on the committee for the evaluation of the executive director: Dr. Sam Evans (Chair), Ms. Lydia Coffey, Ms. Lorraine Williams, Ms. Kristin Gregory, and Mr. Tom Stull.

**Committee Reports**

Nominating Committee

Dr. Sam Evans reported that the committee recommends that Mr. Stull remain as the chairperson and Dr. James Cibulka serve as the vice-chairperson. Mr. Stull asked if there were further nominations from the floor. There were no further nominations.

*Motion made by Dr. Sam Evans, seconded by Dr. Wally Campbell, to table the elections of the chair and vice-chair of the EPSB until the next regular EPSB meeting.*

**Vote:** *Unanimous*

Committee to Develop the Protocol for the Evaluation of the Executive Director

Dr. Evans reported that the committee recommends that an evaluation form be completed for the evaluation of the Executive Director. This form was emailed to EPSB members and included in the Board packets at the meeting. Members of the committee met in August at the University of Kentucky and used documents from other sources and looked at the goals of the EPSB in developing the form.

**2006-087**

*Motion made by Dr. Evans, seconded by Ms. Lydia Coffey, to approve the evaluation instrument for the Executive Director.*

Ms. Lorraine Williams asked if the input from staff would give feedback on the organizational climate and management section of this form. Board members agreed that the input from this section would be given from staff.

**Vote:** *Unanimous*

Dr. Rogers asked if board members were ready for the evaluation instrument to be included in the EPSB Policy and Procedures book, and he wanted to ensure there were no changes needed. Board members agreed that the policy was ready to be implemented and included in the EPSB Policy and Procedures book.

## Information/Discussion Items

### 2005-2006 New Teacher Survey and Kentucky Educator Preparation Program Report Card

Ms. Cindy Owen discussed the New Teacher Survey, which is a new section of the Kentucky Educator Preparation Program (KEPP) Report Card. There was a 54% response rate to the survey. The highest satisfaction rating was with *preparation in exhibiting and promoting ethical and professional behavior of a teacher*. The second highest satisfaction rating was with *preparation in understanding the core concepts and skills related to the Student Teacher's or Intern's certified content area or areas*. Ms. Owen stated that from these results, it appears that universities are preparing very well on how to become a professional educator and that new teachers are comfortable with content areas. The lowest satisfaction rating was with *preparation in designing instruction and assessments for students with special needs*. The second lowest satisfaction rating was with *preparation in developing useful strategies to address the behavioral issues of special needs children included in the regular classrooms*. This study helps EPSB staff recognize what areas need the most improvement. Additionally, Ms. Jaime Rice showed the EPSB how to find the survey results on the EPSB website.

### Amendment to EPSB Policies and Procedures Manual to include procedures for the EPSB approval of financial agreements

Ms. Alicia Sneed explained the proposed financial agreement procedure to the EPSB members. Ms. Lorraine Williams asked that the policy include the board's authority to deny contracts under exigent circumstances. Dr. Evans asked about the 30-day contract termination period. Ms. Sneed stated that the EPSB can terminate any contract within 30 days upon notification to the vendor.

Ms. Sneed further stated that she would like the Board's input on how to execute non-financial agreements such as the EPSB's agreement with KHEAA regarding renewal of certifications to teachers who are in default of their student loans. Ms. Williams asked Mr. Schenck how the Kentucky Department of Education handles non-financial agreements. Mr. Schenck stated that the Kentucky Board of Education (KBE) does not approve non-financial agreements. KBE has staff at the local level that communicates effectively with board members. Board Attorney Diane Farthing suggested appointing a board member to receive reports and information regarding the different agreements from the Executive Director. This board member would then report back to the board. Ms. Rita Presley asked if the board could use the same method used in exigent circumstances for financial agreements. Ms. Williams stated that she would like to see a staff note on non-financial agreements. The Board stated that non-financial agreements will be presented to the chair and vice-chair by the Executive Director for their approval and will be brought to the EPSB at the next regular meeting.

Ms. Sneed will include the same process for non-financial agreements as the proposed exigent circumstances agreement and bring it as an Action Item for the October 23, 2006 regular board meeting.



Adoption of 2006-2008 Goals and Strategies

Dr. Marilyn Troupe reported that during the last board meeting another goal along with its strategies was requested to be added. Dr. Rogers asked if the Board would like to see the budget more than semi-annually. Ms. Lydia Coffey stated that she would like to receive a report once each year, showing where the board stands financially in October. All Board members were in agreement and prefer to only have the budget presented annually. The Goals and Strategies will be brought back as an Action Item for the October 23, 2006 regular meeting.

**Action Items**

2006 Title II Report and the Quality Performance Index Report

Ms. Cindy Owen introduced two new staff members, Judy Phillips and Carol Smith. She stated that in the future the Title II report will be brought before the board in August because the report is due on October 10 to the United States Secretary of Education. Ms. Owen presented the Title II report to the Board.

**2006-088**

Issue I: *Motion made by Dr. Wally Campbell, seconded by Ms. Lorraine Williams, to approve the 2004-05 Title II Report for submission to the USDOE*

**Vote:** *Unanimous*

**2006-089**

Issue 2: *Motion made by Dr. Campbell, seconded by Ms. Williams, to approve the 2005-06 QPI Report.*

**Vote:** *Unanimous*

Dr. Evans asked if the data of the QPI is consistent among all institutions. Dr. Rogers stated that EPSB staff intends to bring information to the board next year to modify the QPI.

Asbury College Request Alternative Route to Certification “Umbrella” Status for Middle School Programs (Grades 5-9)

**2006-090**

*Motion made by Ms. Lydia Coffey, seconded by Dr. Evans, to approve Asbury’s request to add “umbrella” to university-based alternative route to certification programs for Middle School.*

**Vote:** *Unanimous*

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### Berea College – request for waiver of the Cooperating Teacher Eligibility Requirements

Dr. Troupe stated that a correction to the staff note should be made in the second paragraph, third sentence, under Background. It should read, “This teacher is **no** longer able to have student teachers.”

#### **2006-091**

*Motion made by Ms. Coffey, seconded by Ms. Rita Presley, to approve the waiver request.*

**Vote:** *Unanimous*

### Mr. Marc Hardin – Request to waive 16 KAR 3:050 pertaining to teaching experience for administrative certifications

#### **2006-092**

*Motion made by Ms. Coffey, seconded by Dr. Evans, to deny the waiver request.*

**Vote:** *Unanimous*

### Mr. James Gwilliam – Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014), Principles of Learning & Teaching Grades 5-9 (0523) and Middle School English Language Arts (0049)

#### **2006-093**

*Motion by Dr. Evans, seconded by Ms. Rita Presley, to waive the Elementary Education: Content Knowledge (0014) and accept the MTTC Elementary Education (83) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522), Principles of Learning & Teaching: Grades 5-9 (0523), and Middle School English Language Arts (0049) and do not accept MTTC Basic Skills, MTTC Mathematics (22), MTTC (01), and/or MTTC (83) in lieu thereof.*

**Vote:** *Unanimous*

### Ms. Christie Palombi - Request to waive 16 KAR 6:010 pertaining to the Praxis II Elementary Education: Content Knowledge (0014)

#### **2006-094**

*Motion made by Ms. Coffey, seconded by Ms. Zenaida Smith, to waive the regulation requiring the Praxis II Elementary Education: Core Content Knowledge (0014) and accept the ICTS (003) in lieu thereof.*

**Vote:** *Unanimous*

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Ms. Cindy Ainsworth- Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014)

**2006-095**

*Motion made by Dr. Evans, seconded by Ms. Coffey, to not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and not to accept Elementary Education: Content Area Exercises (0012) and/or Elementary Education: Curriculum, Instruction, and Assessment: K-5 (0016) in lieu thereof.*

**Vote:** *Unanimous*

Ms. Maria Altieri – Request to waive 16 KAR 6:010 pertaining to Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0524) and Middle School Social Studies (0089), Social Studies Content Knowledge (0081), and Social Studies: Interpretation of Materials (0083)

**2006-096**

*Motion made by Ms. Coffey, seconded by Ms. Smith, to waive the Praxis II Middle School Social Studies (0089), Social Studies Content Knowledge (0081), and Social Studies: Interpretation of Materials (0083) and accept the CSET Social Science I, II & III (114) in lieu thereof. Do not waive the Praxis II Principles of Learning & Teaching: Grades 5-9 (0523) or Principles of Learning & Teaching: Grades 7-12 (0524) and do not accept the CBEST and/or CSET Social Science I, II & III (114) in lieu thereof.*

**Vote:** *Unanimous*

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

**Vote:** *Unanimous*

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

Motion made by Ms. Williams, seconded by Ms. Lydia Coffey, to return to open session.

**Vote:** *Unanimous*

Motion made by Ms. Coffey, seconded by Mr. Lin, to adjourn the meeting.

**Vote:** *Unanimous*

The meeting adjourned at 1:31 p.m.

Next Meeting: October 23, 2006, 9:00 AM  
EPSB Board Room  
Frankfort, Kentucky

# Agenda Book

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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

**Information/Discussion Item A**

**Information Item:**

EPSB FY07 Allocation Budget

**Applicable Statutes and Regulation:**

KRS 161.028

**Applicable Goal:**

VII. The efficient and effective operation of the board and its staff shall be facilitated via the provision of adequate staffing, technological support, facilities, and financial resources.

**Background:**

The 2006 General Assembly allocated the following amounts to the EPSB for FY07:

|                       |                  |
|-----------------------|------------------|
| 1. General Funds -    | \$10,328,800     |
| 2. Restricted Funds - | 1,416,800        |
| 3. Federal Funds -    | <u>4,379,200</u> |
| TOTAL -               | \$16,124,800     |

1. General Funds: From these funds the agency must pay personnel, operating costs, and grant costs.
  - a. Personnel costs include salaries, personal services contracts, FICA, retirement, life insurance, health insurance, worker's compensation, and employee training.
  - b. Operating costs include building rent, utilities, printing, carpool, travel, technology charges, office supplies, etc.
  - c. Grant costs include costs related to KTIP, KPIP, cooperating teachers, and the National Board Incentive Fund.
2. Restricted Funds: These funds come from certification fees, testing fees, and fees for scoring Continuing Education Option portfolios. We can only spend up to the total amount allocated by the General Assembly, no matter how much we may have in these funds.
3. Federal Funds: These funds come from the two federal programs we oversee-- Troops to Teachers and the Teacher Quality Enhancement Grant. As with Restricted Funds, we can only spend up to the amount allocated by the General Assembly.

In cooperation with the division directors, the deputy executive director develops an agency budget based on divisional need and responsibility for programs. After a final review and approval by the executive director, the division directors are given responsibility for maintaining their specific budgets. The attached FY07 budget reflects the division and program allotments.

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**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Information/Discussion Item B**

**Information Item:**

Report of the Ad Hoc Committee on Accreditation Issues

**Applicable Statutes and 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 there be agreement between the Board of Examiners (BOE) and the Accreditation Audit Committee (AAC) before accreditation recommendations are presented to the Board?

**Background:**

During the June 2006 retreat, the EPSB, staff and Accreditation Audit Committee members discussed the role of the AAC and the Board of Examiners as they relate to accreditation. The AAC and BOE are sometimes in disagreement on issues concerning areas for improvement and standards met and not met. The AAC makes the recommendation to the Board for an institution's accreditation. The BOE and AAC have distinct roles and rules that are delineated in 16 KAR 5:010. The regulation does not require that either committee agree on the assignment of areas for improvement or standards met and not met. Each committee operates independently of the other without the authority to make accreditation decisions. The regulation outlines that the board is the sole decision maker and has the authority to agree or disagree with recommendations presented by the AAC.

At the conclusion of the discussion, board members asked staff to organize a meeting of the AAC and selected board members to discuss communications and consistency of recommendations and decisions. The meeting was held August 20, 2006, with members of the AAC, EPSB, and a BOE member in attendance. A very productive discussion evolved with all members participating and reaching consensus on the following:

- Ensure that the appointment of the BOE team continues to include public and independent university/college faculty, P-12 educators, with both gender and racial diversity, and KEA/NEA representation.

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- Members decided the system was “not broken” but that additional clarifying language in 16 KAR 5:010 is necessary. For example: When the BOE and AAC cannot agree on the areas for improvement and/or standards met and not met, the BOE chair will write a rejoinder to the AAC recommendation that will be included with the accreditation materials sent to the board.
- The dean or chair represents the educator preparation program, and according to protocol, shall be the only one to speak for the institution when accreditation decisions are scheduled for the board agenda.
- The group discussed off-campus sites and requested clarifying language to 16 KAR 5:010 in all applicable sections.
- The group requested a final report for the October board meeting.

The regulatory changes will be presented in 2007 because the regulation in question had recently been revised with an August 2006 effective date.

### **Persons Consulted**

Diane Woods-Ayers, AAC  
Jim Cibulka, EPSB  
Judi Conrad, AAC  
Sam Evans, EPSB  
Kristen Gregory, EPSB  
Shirley Nelson, AAC  
Jack Rose, AAC  
Rosetta Sandidge, BOE  
Ann Walls, AAC  
Lorraine Williams, EPSB

### **Contact Person:**

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

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**Executive Director**

### **Date:**

October 23, 2006



Agenda Book  
EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE

**Information/Discussion Item C**

**Action Item:**

Emergency Review of Certification Programs Pursuant to the 2005-06 Title II Report

**Applicable Statutes and Regulation:**

KRS 161.028, 161.030  
16 KAR 5:010

**Applicable Goal:**

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

**Issue:**

Should the Education Professional Standards Board (EPSB) accept the Executive Director's recommendations subsequent to the emergency reviews conducted on the basis of the 2004-2005 Title II Report?

**Background:**

Pursuant to KRS 161.028(1), the EPSB oversees all educator preparation programs in the Commonwealth. Accordingly, the board established the Emergency Review of Certification Programs Procedure, which authorizes the Executive Director to request information regarding any program in which one or more Praxis (or state) assessments required for certification in the respective area evidence a pass rate below 80 percent on the 2004-05 Title II Report. For cells of less than 10 persons, an aggregate of program completer data from the past three years is used. Any certification area having less than a total of three program completers for the past three years is not reported. Results on the 2004-2005 Title II Report showed improvement in initial certification programs at most institutions.

Based on the 2004-2005 Title II Report results, the Executive Director requested submission of documentation indicating what plans had been implemented to improve the pass rate on Praxis II exams from two institutions: Eastern Kentucky University and Morehead State University. Letters were mailed in June 2006, giving the institutions until September 1 to respond. A summary of their reports is provided in the staff note and the full report will be mailed under separate cover.

**Eastern Kentucky University – Accept Letter: No further action required.**

- English Language, Literature, and Composition Essays (0041) with a 79 % pass rate for 2004-2005
- Special Education: Application of Core Principles across categories (0352) with a 77% pass rate for 2004-2005

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Eastern Kentucky University (EKU) faculty will review national standards, complete a Praxis II and Principles of Learning and Teaching (PLT) curriculum alignment process, and review Praxis I and II specifications. Faculty will provide test preparation for candidates and embed preparation materials in student teaching seminars. Faculty will review syllabi, assist candidates in developing early study plans, and identify on campus support services that assist in the candidate's success. EKU will review the admission policies during the 2006-2007 academic years.

### **Morehead State University – Accept Letter: No further action required.**

- Principles of Learning and Teaching Grade 5-9 (0523) with a 78% pass rate for 2004-2005
- Elementary Education: Content Knowledge (0014) with a overall pass rate of 75% for the last three years
- Middle School Social Studies (0089) with a 79% pass rate for 2004-2005
- Health Education (0550) with a 77% pass rate for 2004-2005

Morehead State University (MoSU) stated that the Teacher Education Council instituted a policy “that requires candidates to submit full Praxis scores prior to placement for clinical practice semester in order to provide students with a remediation plan and support from their advisor during the clinical practice semester and before they leave the university.” The Praxis pass rate issue is a university concern and not just the College of Education. The university has initiated a number of other initiatives to address the Praxis pass rate scores.

MoSU is reviewing the delivery system for some of the programs that use interactive television and faculty are analyzing the coverage given to content. The new Elementary Education Praxis exam was optional during the 2004-2005 testing cycle and one of the three candidates taking the test failed. Most candidates continued to take the old test. MoSU is reviewing the content and the test, preparing work sessions, advising candidates, and administering practice tests. Some candidates take a number of content courses on the community college campuses. The university will meet with representatives from the community and technical colleges in the region to assure appropriate levels of curriculum alignment. MoSU continued throughout the report to emphasize the responsibility of the total university in addressing the Praxis pass rate. It appears that there is support and improvement can be expected in the future.

Both institutions are aware that pass rates below 80 percent render programs in danger of being designated as “at risk of low performance” or “low performance” as delineated in the Title II requirements, and of losing the EPSB's authorization to operate. EKU and MoSU were barely below the required 80 percent pass rate for each program. Each institution had a 90 percent summary Praxis pass rate for the 2004-2005 Title II Report year.

### **Alternative Actions:**

1. Accept and approve recommendations of Executive Director.
2. Modify and approve recommendations of Executive Director.
3. Do not approve any actions pursuant to the Executive Director's emergency program reviews.

**Staff Recommendation:**

Alternative 1

**Rationale:**

The two institutions addressed the Executive Director's concerns regarding Praxis pass rates and no visits are necessary. Board approval of the recommendations listed is necessary.

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

## **Emergency Review of Certification Programs Procedure**

Approved May 20, 2002/Amended September 22, 2003

Pursuant to KRS 161.028(1), the Education Professional Standards Board (“the Board”) has the authority to discontinue approval of educator preparation programs whose graduates do not perform according to criteria set by the Board. If the criteria set forth below is met, the following two-phase procedure will be used to conduct an emergency review of a program to determine if the deficiencies can be corrected or if the Board should take action to discontinue its approval.

### **Criteria:**

A certification program[1] is subject to emergency review if any one or more PRAXIS (or state[2]) assessments required for that respective certification evidence a pass rate below 80 percent, effective with the 2003-04 Title II Report[3]. (The current 70 percent pass rate will be used for the 2002-03 Title II Report). For cells of less than 10 persons, an aggregate of program completer data from the past three years may be used to determine the need for an emergency review.

### **Procedure:**

Phase One: The Executive Director is authorized by the Board to notify an institution that one or more of its certification programs is/are subject to emergency review. Within 30 working days of this notification, the institution submits to the Executive Director a written narrative, which may, at the Executive Director’s discretion address one or more of the following questions specific to the program(s) under review:

- a) Why is (are) the PRAXIS (or state) pass rate(s) so low? (NCATE Standard 1[4])
- b) What commonalities exist among students in this program who have failed the PRAXIS (or state) assessments? (NCATE Standard 1)
- c) What is being done to provide remedial help for students who fail the assessments? (NCATE Standard 1)
- d) How are students advised regarding their entrance into and successful completion of the certification program(s), including their need to pass the PRAXIS (or state) assessment(s)? (NCATE Standard 1)
- e) How is course content aligned with the PRAXIS (or state) assessments and the Kentucky Board of Education’s Core Curriculum? (NCATE Standard 1)
- f) How are students prepared to take the PRAXIS (or state) assessments? (NCATE Standards 1 & 2)
- g) What are the entrance requirements for the certification program(s)? (NCATE Standards 1 & 2)
- h) How many students have been admitted to the certification program(s) for each of the last five years, and how many have successfully completed the program(s) for the same time period? (NCATE Standards 1 & 2)
- i) What have been the PRAXIS (or state) scores for program completers for the last five years, if available? (NCATE Standards 1 & 2)
- j) What field experiences are provided in the program(s)? (NCATE Standard 3)

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- k) What faculty (e.g., number, qualifications, full-time/part-time) are assigned to the program(s), and what professional development is provided for them? (NCATE Standard 5)
- l) What financial resources support the program(s)? (NCATE Standard 6)
- m) What will be done to improve the PRAXIS (or state) assessment pass rate(s) so that at least 80 percent (70 percent for the 2002-03 Title II Report) of program completers are successful, and what will be the timeframe within which this will be accomplished? (NCATE Standard 1)
- n) What follow-up, if any, has been done with graduates of the program(s)? (NCATE Standard 1)
- o) What is/are the subsequent PRAXIS pass rate(s)?
- p) Any other relevant questions as determined by the Executive Director.

The Executive Director reviews the institution's submission and (1) accepts the institution's documentation and plan for improvement, (2) requests a modification in the documentation and/or plan for improvement, or (3) assigns the institution to Phase Two. The Executive Director then makes a report to the Board.

### **Phase Two:**

The Executive Director is authorized by the Board to send a team composed of Board of Examiner members and EPSB staff to do an emergency review of the certification program(s) pursuant to 16 KAR 5:010. The team makes recommendations to the Board regarding technical assistance needed in the areas addressed in Phase One, and the institution may respond to the recommendations if it so chooses. The Board reviews the recommendations, modifying them if necessary, and forwards the recommendations to the institution for implementation as the institution deems appropriate. The Board also informs the institution of the timeframe within which the certification program's(s') PRAXIS (or state) assessment pass rate(s) will be expected to reach at least the 80 percent level. Subsequently, staff reports to the Board regarding the institution's progress.

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[1] "Program" is defined as a certification area, e.g., English, math, guidance counseling. "Program" should not be confused with "unit," which is defined as the entire education department and is reviewed during an accreditation visit.

[2] A state exam currently exists for Interdisciplinary Early Childhood Education certification.

[3] Pursuant to October 2002 action of the National Council for Accreditation of Teacher Education's (NCATE's) Unit Accreditation Board, effective 2003..

[4] NCATE. "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education," 2002 Edition.



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Information/Discussion Item D**

**Information Item:**

Proposed Legislative Agenda

**Applicable Statutes and Regulation:**

KRS 121.028

**Applicable Goal:**

All EPSB Goals

**Background:**

The General Assembly will convene in January 2007 for a 30-day session. Staff is seeking guidance from the Education Professional Standards Board to develop a legislative agenda to aide staff in articulating the EPSB's position during the session. A final legislative agenda will be brought back for review and a vote by the EPSB at the November 2006 meeting.

**Contact Person:**

Ms. Alicia A. Sneed, Director  
Division of Legal Services  
(502)564-4606  
E-mail: alicia.sneed@ky.gov

Ms. Marcie Puckett  
Executive Staff Assistant  
(502)564-4606  
E-mail: marcie.puckett@ky.gov

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**Executive Director**

**Date:**

October 23, 2006





Agenda Book  
EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE

[Action Item A](#)

**Action Item:**

[Amendment to EPSB Policies and Procedures manual to include procedures for the approval and execution of all agreements](#)

**Applicable Statutes and Regulation:**

KRS 161.017

**Applicable Goal:**

Applies to all EPSB Goals

**Issue:**

Should the Board approve the draft policy for approval of agreements?

**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 [Policies and Procedures](#) manual have occurred periodically over the years. In 2001 to coincide with the EPSB’s becoming an independent state agency, the General Assembly enacted KRS 161.017, detailing the responsibilities and powers of the Executive Director and granting that individual the authority to enter into agreements with approval of the board “to enlist assistance to implement the duties and responsibilities of the board.”

The Executive Director enters into a variety of agreements on behalf of the agency, including Memoranda of Understanding, Memoranda of Agreement, and contracts with other state agencies, colleges, universities, and individuals. Many of these agreements are simply cooperative arrangements in which the parties agree to share data or resources to accomplish a mutual goal; however, the Executive Director is also called upon to enter into financial agreements and contracts which bind the agency financially.

A recent review of the board’s current procedures to ensure the agency’s compliance with all applicable state statutes and regulations revealed no written policy or board action on board oversight of agency agreements. A written policy needs to be in place to ensure that the Executive Director has the approval of the board to enter into these agreements. At the same time, many of these agreements will include selection of contract employees or specific services which the agency’s staff is in the best position to determine.

The attached draft policy, therefore, was developed to require staff to request board approval before initiating the process to enter into a financial agreement with an outside party. Under this policy, EPSB staff must present to the board the reason for the agreement, the

## Agenda Book

approximate cost of the agreement, and other vital information regarding the agreement at a regularly scheduled board meeting.

All financial agreements are controlled by KRS Chapter 45A and the supporting regulations promulgated by the Finance Cabinet. Most financial agreements must be competitively bid. All financial agreements entered into by the Executive Director, including those that are not competitively bid, must first be approved by the Finance Cabinet and then reviewed by a subcommittee of the state legislature. This process may take several weeks and even months before it is completed. Once the process is complete, the draft policy requires the Executive Director to advise the board that the agreement has been executed. If, at that time, the board wishes to withdraw approval for the agreement, all state contracts have a thirty (30) day termination clause, and notice can be made to the other party that the agency is terminating the contract at that time.

This policy also includes procedures for exigent circumstances, enabling the Executive Director to enter into financial contracts—upon consultation with the board chair and vice-chair—without the prior approval of the board. Since the board only meets eight (8) times a year and there are incidents when the agency must enter into financial agreements in order for business to continue, it is prudent to plan for such situations. An exigent circumstance may occur if the agency needs to procure an expert witness for a disciplinary case or if a contract needs to be immediately modified because of an increase in participants, such as with KTIP training. The draft procedure requires that these agreements be presented to the board for approval at the next regularly scheduled meeting along with an explanation as to what the exigent circumstances were that required action without prior board approval. In these circumstances, the board may deny approval of the agreement, causing the procurement process to cease or the contract termination process to be initiated.

At the September 25, 2006, the board discussed what policy to use for approvals of non-financial agreements. Unlike financial agreements, non-financial agreements do not impact the budget and are usually between governmental agencies, educational cooperatives, or individuals like researchers. For instance, the EPSB often enters into Memoranda of Understanding (MOU) with graduate students who are performing research for their degree. In these instances, the EPSB is providing the researcher data and in exchange is requiring the researcher to keep the data confidential and to supply any findings or theories back to the EPSB for review. The EPSB also enters into agreements with other state agencies to share confidential information, for instance, the agency has entered into a Memorandum of Agreement with the Cabinet for Health and Family Services to allow the Division of Legal Services access to confidential investigative reports. In consideration, Legal Services is not allowed to release that information to outside parties. Since these agreements do not impact the budget or usually require any supplementary board action, the board members present informed staff that they would prefer the Executive Director consult with the board chair and vice-chair for approval prior to entering into these agreements and then report back to the board after the execution of the agreement. These agreements will have the same thirty (30) day termination clause as financial agreements; therefore, if the board wishes to disapprove the agreement after execution, the contract may be terminated.

**Alternative Actions:**

1. Approve the draft policy for approval of agreements.
2. Disapprove the draft policy for approval of agreements.

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

The attached draft policy clearly delineates the steps necessary for the Executive Director and EPSB staff to seek approval from the Board for all agreements. The policy allows for the board to be fully informed regarding all agreements entered into by the Executive Director on the behalf of the EPSB, while also preventing the Board from being overly encumbered in the day-to-day operations of the agency. The procedures in this policy will allow for the efficient operation of the agency while still ensuring that the board and staff are complying with authorizing statutes.

**Contact Person:**

Ms. Alicia A. Sneed, Director  
Division of Legal Services  
(502) 564-4606  
E-mail: alicia.sneed@ky.gov

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**Executive Director**

**Date:**

October 23, 2006

Agenda Book  
**Education Professional Standard Board**

**APPROVAL OF AGREEMENTS**  
*Draft submitted for approval October 23, 2006*

Pursuant to KRS 161.017 (3), the Executive Director of the Education Professional Standards Board (“Board”), has the authority with approval of the Board to enter into agreements with outside parties to aid in accomplishing the duties and responsibilities of the Board. In order to facilitate the work of the Board, it is necessary for the Executive Director to enter into a variety of agreements with outside entities some of which require monetary compensation. The following procedures shall be followed concerning the execution of agreements:

**Non-Financial Agreements**

Prior to entering into a non-financial agreement, the Executive Director shall consult with the Board Chairperson and Vice-Chairperson. If the Chairperson and Vice-Chairperson approve of the agreement, the Executive Director shall execute the agreement and shall advise the full Board membership of the agreement at the next regularly scheduled Board meeting. If a majority of the Board objects to the terms of the agreement, the staff shall immediately initiate steps to terminate the agreement.

If after consultation, the Board Chairperson and Vice-Chairperson do not approve the agreement or deem that the agreement should be submitted to the full Board membership for prior approval, the agreement may be presented to the Board at the next regularly scheduled Board meeting for review and approval prior to its execution.

**Financial Agreements**

Financial agreements are any agreements in which the EPSB is required to expend funds to outside parties. Staff shall seek prior approval from the Board before the Executive Director enters into any financial agreements. The following procedures shall be followed with regard to financial agreements:

1. At a regularly scheduled Board meeting, the Director of the Division in which the work or service shall be performed or the Deputy Executive Director shall submit to the Board a request to enter into a financial agreement with an outside entity/entities. The request shall detail the following:
  - i. The purpose of the agreement including the agency goal/goals the agreement will facilitate;
  - ii. The necessity to contract with an outside entity to perform the work or service;
  - iii. The approximate cost of the agreement to the agency;
  - iv. The impact the cost of the agreement will have on the agency’s current budget allocation, if any;
  - v. What type of entity or entities will provide the work or service;
  - vi. Whether this work or service must be competitively bid and if so, the selection process for the provider; and
  - vii. Whether the work or service is a singular or a continuing need.

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2. Upon receiving approval of the Board, the Division Director or the Deputy Executive Director shall initiate the appropriate legal procedures under KRS Chapter 45A, the Kentucky Model Procurement Code, and KAR Title 200 to initiate the financial agreement/agreements. Upon completion of necessary legal requirements and state review process, the Executive Director shall execute the financial agreement/agreements and shall advise the Board at the next regularly scheduled meeting of the finalization of the agreement/agreements.
  
3. In exigent circumstances when the agency needs require that a financial agreement or agreements be initiated immediately, the Executive Director may after consultation with the Board Chairperson and Vice-Chairperson enter into a financial agreement prior to Board approval; however, at the next regularly scheduled Board meeting, the Board shall be advised of the exigent circumstances which required the immediate action in addition to the information required for pre-approval of a financial agreement. If the Board does not approve the agreement, any action taken to enter into the agreement shall immediately cease and if an agreement has been executed, staff shall immediately begin the process to terminate the agreement.



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

**Action Item B**

**Action Item:**

Adoption of 2006-2008 Goals and Strategies

**Applicable Statutes and Regulations**

KRS 161.028

**Issue:**

Should the Education Professional Standards Board adopt the attached 2006-2008 Goals and Strategies?

**Background:**

KRS 161.028 establishes the powers and duties of the Education Professional Standards Board (EPSB). In order to fulfill these duties and responsibilities, the EPSB organizes its work around vision and mission statements as well as goals and strategies. These statements and goals and strategies are reviewed every two years.

During the 2005 annual retreat, the EPSB asked the board chair to convene a committee of board members to review and, if necessary, revise the current goals. The committee was appointed at the August 15, 2005, regular EPSB meeting. The committee met approximately once a month during 2005-06 and presented the board with a new vision statement, a revised mission statement, and 5 goals (see attached document) at the 2006 annual retreat.

Although in the past the goals were supported by a set of initiatives, staff proposed a set of strategies aligned with measures recommended by the Goals Committee. The strategies provide concrete direction for EPSB staff members to align their work and ensure that the board's goals are met. In order to capture the benefit of the experience that exists within the EPSB program staff and leadership, the executive director drafted strategies and presented them to all the EPSB staff for review and discussion. This provided the essential "buy-in" of the agency staff, which is critical to the promotion of the board's goals.

At the August 2006 EPSB meeting, the board asked for the addition of a sixth goal to address effective and efficient management of the agency. That suggestion has been incorporated into the present draft.

**Alternative Actions:**

Option 1: Adopt the 2006-2008 Goals and Strategies as presented

Option 2: Modify and adopt the 2006-2008 Goals and Strategies

Option 3: Do not adopt the 2006-2008 Goals and Strategies

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

These goals were developed by a committee of EPSB members over a year of meetings. The EPSB reviewed the goals at the 2006 annual retreat on two separate occasions and offered changes that were incorporated into the present draft. Additional changes have been incorporated following board discussion at the August and September regular meetings of the EPSB.

Staff developed the strategies based on measures that the Goals Committee recommended. EPSB program and leadership staff members were given the opportunity to review and discuss the strategies and provide feedback. After collecting staff comments on the new goals and strategies, the incorporated suggestions were included into the present draft.

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006



Agenda Book  
**EPSB Goals and Strategic Plans**  
**2006-2008**  
Revised 9/25/06

**Vision Statement**

*Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.*

**Mission Statement**

*The Education Professional Standards Board promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.*

**Goal 1:**

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

*Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.*

*Strategy 1.2. Document and publish information on the quality of each preparation program.*

*Strategy 1.3. Provide technical assistance to support program improvement.*

*Strategy 1.4. Utilize research to inform program improvements.*

*Strategy 1.5. Review programs to ensure focus on student learning.*

*Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.*

*Strategy 1.7. Provide accurate and reliable data to support decision making.*

**Goal 2:**

**Every professional position in a Kentucky public school is staffed by a properly credentialed educator.**

*Strategy 2.1. Document every assignment of educators in Kentucky public schools.*

*Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.*

*Strategy 2.3. Reduce the number of emergency certificates and persons teaching out of field.*

*Strategy 2.4. Monitor the validity and reliability of teacher and administrator assessments.*

*Strategy 2.5. Document and publish the results of all assessments required of new teachers and new administrators.*

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- Strategy 2.6. *Explore and develop new alternative routes to certification and document the effectiveness of existing alternative routes to certification.*
- Strategy 2.7. *Maintain a focus on continuous improvement of all certification procedures and processes.*
- Strategy 2.8. *Provide accurate and reliable data to support decision making.*

### **Goal 3:**

**Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.**

- Strategy 3.1. *Promote awareness of the EPSB Code of Ethics.*
- Strategy 3.2. *Maintain an accurate data base of misconduct and character and fitness cases.*
- Strategy 3.3. *Present all cases for review to the EPSB in a timely manner.*
- Strategy 3.4. *Maintain a focus on continuous improvement of all hearing procedures.*
- Strategy 3.5. *Provide accurate and reliable data to support decision making.*

### **Goal 4:**

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

- Strategy 4.1. *Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.*
- Strategy 4.2. *Maintain a focus on continuous improvement for all EPSB induction and professional advancement programs.*
- Strategy 4.3. *Provide accurate and reliable data to support decision making.*

### **Goal 5:**

**Every credentialed educator is provided a safe and supportive school environment and culture that is conducive to effective teaching and increased student achievement.**

- Strategy 5.1. *Conduct a survey of working conditions of teachers in Kentucky schools.*
- Strategy 5.2. *Publish the outcomes of the survey.*
- Strategy 5.3. *Use the results of the survey to make recommendations to the Governor and the General Assembly regarding improving the working conditions for Kentucky teachers.*

### **Goal 6:**

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

*Strategy 6.1. Maintain a qualified and diverse EPSB workforce.*

*Strategy 6.2. Ensure that all personnel are experiencing life-long learning and professional experiences that supports their professional growth.*

*Strategy 6.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennium budget request.*

*Strategy 6.4. Provide annual budget reports to the EPSB.*

*Strategy 6.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.*



**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item C (1)**

**Action Item:**

Developmental Process for New Educator Preparation Program: Stage One  
Saint Catharine College – Elementary Education, Grades P-5 (Bachelor’s Level) and Middle  
School, Grades 5-9: English and Science (Bachelor’s Level)

**Applicable Statutes and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 5:010

**Applicable Goal:**

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

**Issue:**

Should the EPSB approve the following educator preparation programs?

**SAINT CATHARINE COLLEGE**

**2.0 ELEMENTARY SCHOOL FOR PRIMARY THROUGH GRADE 5**  
(Bachelor’s Level)

**2.0 MIDDLE SCHOOL FOR GRADES 5-9** (Bachelor’s Level)  
English  
Science

**Background:**

KRS 161.028 and KRS 161.030 provides for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. Section 3 of 16 KAR 5:010 outlines the developmental process for new educator preparation programs. St. Catharine College has completed all the requirements identified in Stage One of the regulation. Following approval of the programs, St. Catharine College will proceed to Stage Two, which will include a one-day visit to the institution by a Board of Examiners team and a review by the Accreditation Audit Committee. The documents submitted for approval, including the program review document, have been reviewed by the appropriate regulatory committees (Content Area Program Review, Continuous Assessment Review, and Reading Committee) against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set out by the EPSB. An Executive Summary of the programs is attached.

**Groups/Persons Consulted:**

Content Area Program Review Committee  
Continuous Assessment Review Committee  
Reading Committee

**Alternative Actions:**

1. Approve the proposed educator preparation programs
2. Modify and approve the proposed educator preparation programs
3. Do not approve the proposed educator preparation programs

**Staff Recommendation:**

Alternative 1

**Rationale:**

The proposed educator preparation program meets the performance-based program requirements as established by the EPSB and completes Stage One of the Developmental Process for New Educator Preparation Programs.

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

**Executive Summary: Preparing Educators: Building Community with Bridges**

**St. Catharine College, Education Division,**

Educator Preparation Programs in Elementary Education and Middle School Education  
(Science, English Language Arts, and Science/English Language Arts)

***Unit Theme***

The Field-Based Educator Preparation Program (FEP Program) at St. Catharine College (SCC) seeks to prepare educators who demonstrate expertise, engage in community and embody enthusiasm. The FEP Program is designed to nurture and shape educators seeking ways to give back to the community in which they live and work, enhancing the lives of their students, colleagues and communities.

**Expertise is embodied in an authentic, i.e., a real-world and experiential, approach to content in all curricular areas and professional skills. The engagement with Community is reflected in a commitment to building positive communities of learners with a constant awareness of environmental and community sustainability. Enthusiasm calls forth an excitement for both the content of the lessons and for the learners themselves.**

**Implementation of Continuous Assessment Plan, KERA Initiatives, and EPSB themes**

Continuous assessment begins when students are accepted into the FEP Program and follows all guidelines established by EPSB. Partnering with five area school districts, SCC supports all KERA initiatives as students transition from secondary school and prepare to enter the workforce as professional educators. EPSB themes are threaded throughout general education and professional education coursework as well as in field, clinical and informal experiences supported by the SCC community.

**Unique Features of the Program**

The preparation of the expert, community-centered and enthusiastic educators is facilitated with bridges carefully developed in the FEP Program that connect St. Catharine College faculty, staff and students with learning communities in the region as well as learning communities beyond our immediate locale.

Field experiences begin when students declare education their major. Early and mid field experiences are designed as field courses encompassing a full workday in a school setting, following school schedules. Early field experiences emphasize diverse school settings and classroom management strategies that build community. Mid fieldwork allow students to plan, deliver and assess coursework as a team member. Final field experiences provide education students with opportunities to plan and initiate coursework and reflect upon that with mentor teachers. A student internship or resident semester, preceding the clinical experience, emphasizes consecutive field experiences followed by reflective coursework intimately connected with the fieldwork.

**Rationale for the Implementation of the Program:**

The FEP Program, developed in cooperation with regional educational and community leaders from Marion, Nelson and Washington counties, began with a teacher advisory council. This council provided anecdotal information and completed surveys in 2004 and 2005 which provided the impetus to develop the program. A community forum indicated strong interest in a local program for teacher education. Community leaders addressed the need to “grow” competent, prepared teachers regionally, to fill anticipated critical-needs areas. Leaders also commented on the need for more directed field experiences in a single-school setting. Out of these comments and surveys, the program, grounded in early, directed, reflective field experiences, was conceived and developed.

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

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

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

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

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

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

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

(a) Shall be accredited by the state; and

(b) May be accredited by NCATE.

(2) State accreditation shall be:

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

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

1. Standard 1 - Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

2. Standard 2 - Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

3. Standard 3 - Field Experience and Clinical Practice. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

4. Standard 4 - Diversity. The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

5. Standard 5 - Faculty Qualifications, Performance, and Development. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

6. Standard 6 - Unit Governance and Resources. The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

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

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

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

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

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

(2) Stage One.

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

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

(c) The institution shall submit the following documentation:

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

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

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

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

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

(3) Stage Two.

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



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- (b) The team shall be comprised of:
1. One (1) representative from a public postsecondary institution;
  2. One (1) representative from an independent postsecondary institution; and
  3. One (1) representative from the Kentucky Education Association.
- (c) The team shall submit a written report of its findings to the EPSB.
- (d) The EPSB shall provide a copy of the written report to the institution.
- (e) 1. The institution may submit a written rejoinder to the report within thirty (30) working days of its receipt.  
2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the team's report.
- (f) The Accreditation Audit Committee shall review the materials gathered during Stages One and Two and make one (1) of the following recommendations to the EPSB with regards to temporary authorization:
1. Approval;
  2. Approval with conditions; or
  3. Denial of approval.
- (4) Stage Three.
- (a) The EPSB shall review the materials and recommendations from the Accreditation Audit Committee and make one (1) of the following determinations with regards to temporary authorization:
1. Approval;
  2. Approval with conditions; or
  3. Denial of approval.
- (b) An institution receiving approval or approval with conditions shall:
1. Hold this temporary authorization for two (2) years; and
  2. Continue the developmental process and the first accreditation process established in this administrative regulation.
- (c) An institution denied temporary authorization may reapply.
- (d) During the two (2) year period of temporary authorization, the institution shall:
1. Admit candidates;
  2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
  3. Report regularly to the EPSB on the institution's progress.
- (e) During the two (2) year period of temporary authorization, the EPSB:
1. May schedule additional technical visits; and
  2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.
- (5) Stage Four.
- (a) The institution shall host a first accreditation visit within two (2) years of the approval or approval with conditions of temporary authorization.
- (b) All further accreditation activities shall be governed by the remaining sections of this administrative regulation, which govern the first accreditation of an educator preparation institution.



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**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item C (2)**

**Action Item:**

Kentucky State University – Master of Arts in Special Education with Learning and Behavior Disorders P-12 (Graduate Level)

**Applicable Statutes and Regulation:**

KRS 161.028; KRS 161.030

16 KAR 5:010

**Applicable Goal:**

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

**Issue:**

Should the EPSB approve the following educator preparation program addition?

**KENTUCKY STATE UNIVERSITY**

**7.0 EXCEPTIONAL CHILDREN**

Learning and Behavior Disorders (Graduate Level)

**9.0 CONTINUING EDUCATION**

Master of Arts in Special Education with Learning and Behavior Disorders P-12 (Graduate Level)

**Background:**

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

**Groups/Persons Consulted:**

Content Area Program Review Committee  
Continuous Assessment Review Committee  
Reading Committee

**Alternative Actions:**

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

**Staff Recommendation:**

Alternative 1

**Rationale:**

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

**Action Item C (2)**

**Action Item:**

Kentucky State University – Alternative Route to Certification Proposal for Learning and Behavior Disorders (P-12)

**Applicable Statutes or Regulations:**

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).

**Background:**

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The *Approval of Alternative Route to Certification Programs Offered Under KRS 61.028: Policy and Procedure* was approved by the EPSB in September 2000. Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

Kentucky State University (KSU) has submitted an alternative route to certification proposal subsumed under the Master of Arts in Special Education for certification in Learning and Behavior Disorders (P-12). KSU's rationale for this proposal revolves around the disproportionate number of certified persons of color in special education compared to the large number of children of color with disabilities. In addressing this shortage, KSU plans to increase the number of trained and qualified professionals from minority populations in the region, utilizing the Master of Arts in Special Education.

The proposal is designed with two tracks. Track I is for candidates enrolled in the 36 hour master's program who hold a bachelor's degree, a teaching position, and a temporary provisional certificate. Track II is for candidates enrolled in the 45 hour master's program who have a bachelor's degree but who do not have a teaching position and who may or may not work in a field outside education. Candidates in either track may not have had previous special education coursework or experience. KSU will utilize an online delivery system.

The curriculum will focus on individually designed coursework, with evening and weekend course offerings, and extensive assessment of candidates. The program will provide around-the-clock instructional support for candidates. A blended approach to instruction includes lectures, cooperative learning, role play and modeling, demonstrations, directed study, and mentorship. Assessment procedures encompass multiple measures that include Teacher Work

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Samples, E-Portfolios, structured interview, faculty and district evaluations, and practicum experiences.

Candidates who complete the program will be recommended for initial teacher certification at the Rank II Level.

There is no perceived need to waive any administrative regulations in order for this program proposal to be implemented.

### **Alternative Actions:**

1. Approve Kentucky State University's alternative route to certification proposal
2. Modify and approve Kentucky State University's alternative route to certification proposal
3. Do not approve Kentucky State University's alternative route to certification proposal

### **Staff Recommendation:**

Alternative 1

### **Rationale:**

Staff has reviewed the Kentucky State University proposal and finds it to be in accordance with the intent of the legislation and with EPSB standards. There is a continuous assessment plan that includes admission and exit requirements, Teacher Work Sample, and E-Portfolio. Field experience, mentoring and supervision, curriculum contracts, and dispositions are outlined in the proposal.

### **Contact Person:**

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

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**Executive Director**

### **Date:**

October 23, 2006

## EXECUTIVE SUMMARY

**I. Theme of the Unit:** The Learning and Behavior Disorders Program (LBD) supports the School of Education's theme of "Teachers As Liberators Through Education". The theme is infused in all the programs in the School of Education (SOE). The SOE believes in the development of professionally trained practitioners who will pursue opportunities to serve as liberators through education in whatever social setting their careers lead them. The program emphasizes active learning experiences that demonstrate the application of content knowledge to real world experiences through clinical and field experiences and through the use of multi-faceted strategies. The LBD Program will help develop the candidate into an active educator who demonstrates and applies skills in the instruction of all students as recommended by organizations such as the Council for Exceptional Children (CEC), National Council for Accreditation of Teacher Education (NCATE), Kentucky Education Reform Act (KERA), Education Professional Standards Board (EPSB), and Kentucky New Teacher Standards (KNTS).

**II. The Continuous Assessment Plan:** The Continuous Assessment Plan (CAP) connects all aspects of the Conceptual Framework where each program is charged to develop a plan to document current program milestones and determine the degree to which candidates can demonstrate proficiency with the KNTS. Implementation of the CAP provides data that are utilized for improving student, programs, and unit performance. Monitoring the progress of students includes the following checkpoints: admission to the university, admission to Teacher Education Program, admission to Supervised Teaching, cumulative evaluations of Supervised Teaching, and exit examination, which are aligned with KNTS, EPSB, KERA, NCATE, and CEC.

**III. Unique Features of the Program:** The program prepares individuals with no previous special education experience; it is also designed so that persons with previous preparation can participate in an individually designed program to obtain certification only. There are two tracks to this program that capitalizes on the experience of on-the-job training as the field-based component of the program. For a candidate employed by school district, the teaching experience will serve as the field experience, including student teaching. Candidates will be enrolled on a part-time basis for all terms, with the exception of the final semester when student teaching will be completed. The major purpose of this part-time design is to permit candidates who are employed on a full-time basis to continue their employment, while completing the program during the evenings, weekends, and 24/7/365. The program will also utilize a high-quality distance learning program to build and support the instructional curriculum and provide around the clock support.

The program seeks to accommodate the needs of potential candidates seeking LBD certification by offering two tracks. Track I offers a practicum designed for candidates with little or no previous special education experience, but are currently teaching under emergency certification, hold a bachelor's degree in other professional areas or have previous teaching experience will serve as the field experience, including practicum experience for those who wish to earn a teaching certificate for Learning and Behavior Disorders

Track II is for those candidates who are not employed by a school district, but hold at least a bachelor's degree (little or no teacher preparation) and wish to earn a teaching certificated for learning and Behavior Disorders (P-12).designed for candidates who currently do not possess a teaching certification, but hold at least a bachelor's degree with little or no teacher preparation. Candidates under this track will be required to student teach.

**IV. Rationale for the Implementation of the Program:** Kentucky is experiencing a crisis in the education of children with special needs. There is a critical shortage of qualified and trained certified teachers. An extraordinarily large number of special education teachers hold emergency and provisional certification. Though a large percentage of children with disabilities are persons of color, there are a disproportionate number of certified persons of color teaching in the field. In an effort to respond to the changing tenor of education in Kentucky, to increase the number of trained and qualified professionals from minority populations (utilizing an online program that has proven successful in other academic environment), and to enhance the quality of education within the region, Kentucky State University (KSU) proposes to offer a Master of Arts (MA) in Special Education. This will lead to LBD certification beginning in the fall of 2006.



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

(1) The General Assembly hereby finds that:

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

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

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

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

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

- (a) The application contains documentation of all education and work experience;

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(b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

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

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

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

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

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

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade point average of two (2) on a four (4) point scale if the candidate has exceptional life experience

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related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

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

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

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

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

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

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

(b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and

(c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an

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adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

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

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

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

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

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

(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The temporary

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provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

[Action Item, Waiver A](#)

**Action Item:**

Request by Ms. Karen Byrne 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 Statutes and Regulation:**

KRS 161.028, KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

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

**Issue:**

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Elementary Education (P-5) certification?

**Background:**

Ms. Karen Byrne is seeking Elementary Education (P-5) certification. She has completed and passed the following tests which are required for Georgia's Early Childhood certification:

| <b>Test</b>  | <b>Test Date</b> | <b>Results</b> | <b>Required Score</b> |
|--|------------------|----------------|-----------------------|
| Elementary Education Content Area Exercises (0012)                     | 01-10-04         | 141            | GA=137                |
| Elementary Education: Curriculum, Instruction, & Assessment K-5 (0016) | 01-10-04         | 168            | GA=154                |

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

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

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The results of staff's review of the Educational Testing Service (ETS) Test at a Glance documents are provided below:

1. (0012) is a two-hour essay test which contains four essay questions designed to measure how a prospective teacher can respond to elementary student work in the area of reading/language arts, mathematics, science, or social studies.
2. (0016) is a two-hour test comprising 120 multiple-choice questions designed for prospective teachers of students in kindergarten through fifth grade. The test is designed to assess a prospective teacher's ability to plan, implement, and assess curriculum in the areas of reading and language arts, mathematics, science, social studies, arts, and physical education.

### **Alternative Actions:**

1. Do not waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014), and do not accept Elementary Education: Content Area Exercises (0012) and/or Elementary Education: Curriculum, Instruction, and Assessment: K-5 (0016) in lieu thereof. Require Ms. Byrne to take the Principles of Learning & Teaching: Grades K-6 (0522) and the Elementary Education: Content Knowledge (0014).
2. Waive the Praxis II Principles of Learning & Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014) and accept Elementary Education: Content Area Exercises (0012) and/or Elementary Education: Curriculum, Instruction, and Assessment: K-5 (0016) in lieu thereof. Do not require Ms. Byrne to take any additional assessments.

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

According to the ETS Test at a Glance:

1. Included in (0012) is one exercise concerning reading/language arts; one concerning mathematics; and one concerning *either* science *or* social studies. Successful completion of this test would not provide adequate evidence that a prospective teacher possessed Kentucky core content knowledge. In addition, successful completion of (0012) does not provide adequate evidence that a prospective teacher has demonstrated the pedagogical skills necessary to teach elementary P-5 children in Kentucky's classrooms.
2. In (0016), the proportion of questions within the math and science areas is significantly less than those of the Kentucky required content test (0014). Therefore, successful completion of this test would not provide adequate evidence that a prospective teacher possessed Kentucky core content knowledge. In addition, successful completion of (0016) does not provide adequate evidence that a prospective teacher has demonstrated the pedagogical skills necessary to teach elementary P-5 children in Kentucky's classrooms.



**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

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

RELATES TO: KRS 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, determine the passing scores, establish a reasonable fee for the assessments, and establish a procedure for a person to repeat a test and be informed of his strengths and weaknesses in each area. This administrative regulation establishes the written examination prerequisites for teacher certification, including the required tests, the minimum acceptable level of achievement on each test, the fee for each test, and the procedure for retaking the test.

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) - 143;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 153; or
- (d) Middle School Social Studies (0089) - 144.

(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:

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

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

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

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

(c) Moderate and severe disabilities:

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

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

(d) Hearing impaired:

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

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

(e) Hearing impaired with sign proficiency:

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

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

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

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

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

2. Teaching Students with Visual Impairments (0280) - 660.

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(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. Biology: Content Knowledge Part 1 (0231) - 156; and
2. Biology: Content Essays (0233) - 141;

(b) Chemistry:

1. General Science: Content Knowledge Part 2 (0432) - 146; and
2. Chemistry: Content Knowledge (0241) - 138;

(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) - 155;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. Physics: Content Knowledge (0261) - 114;

(g) Earth science:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. 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. Content Knowledge (0133) - 154; and
2. Art Making (0131) - 154;

(b) French:

1. French: Content Knowledge (0173) - 159; and
2. French: Productive Language Skills (0171) - 167;

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

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

(e) Latin: Latin (0600) - 630;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
1. Physical Education: Content Knowledge (0091) - 147; and
  2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
1. Spanish Content Knowledge (0191) - 160; and
  2. Spanish: Productive Language Skills (0192) - 158; or
- (k) School Media Librarian: Library Media Specialist (0310) - 640.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
  - (b) Business and Marketing Education - Business Education (0100) - 580;
  - (c) Family and Consumer Sciences - Home Economics Education (0120) - 570;
  - (d) Technology Education - Technology Education (0050) - 600; or
  - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
  - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
  - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
  - (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

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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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

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

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

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

Section 6. An applicant shall pay the appropriate examination fee for each relevant test required to be taken.

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

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





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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

**Action Item, Waiver B**

**Action Item:**

Request by Ms. Brooke M. Carter to waive the regulation 16 KAR 6:010 pertaining to Praxis II Exceptional Education: Core Content Knowledge (0353).

**Applicable Statutes and Regulation:**

KRS 161.028; KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

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

**Issue:**

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Exceptional Education: Learning and Behavior Disorders (P-5) certification?

**Background:**

Ms. Brooke M. Carter is seeking Exceptional Education: Learning and Behavior Disorders (P-5) certification. She completed and passed the Praxis II Special Education Knowledge-Based Core Principles (0351) in Ohio.

| <b>Test</b>  | <b>Test Date</b> | <b>Results</b> | <b>Required Score</b> |
|--|------------------|----------------|-----------------------|
| Special Education Knowledge-Based Core Principles (0351) | 03-04-2006       | 179            | Ohio-151              |

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

- Exceptional Education: Core Content Knowledge (0353) and
- Mild to Moderate Disabilities (0542)

The results of staff's review of the Educational Testing Service (ETS) Praxis II Test at a Glance documents are provided below.

(0351) and (0353) are both one-hour tests comprising 60 multiple-choice items. Both tests are designed for examinees who plan to teach in a special education program at any grade level from preschool through grade 12. The tests contain identical content categories; however, (0353) is a newer test.

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**Alternative Actions:**

1. Waive the Exceptional Education: Core Content Knowledge (0353) and accept the Special Education Knowledge-Based Core Principles (0351) in lieu thereof. Require Ms. Carter to take the Mild to Moderate Disabilities (0542).
2. Do not waive the Exceptional Education: Core Content Knowledge (0353) and do not accept the Special Education Knowledge-Based Core Principles (0351) in lieu thereof. Require Ms. Carter to take both (0353) and (0542).

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

The test (0351) appears to measure the same concepts as (0353).

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

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

RELATES TO: KRS 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, determine the passing scores, establish a reasonable fee for the assessments, and establish a procedure for a person to repeat a test and be informed of his strengths and weaknesses in each area. This administrative regulation establishes the written examination prerequisites for teacher certification, including the required tests, the minimum acceptable level of achievement on each test, the fee for each test, and the procedure for retaking the test.

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) - 143;

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

(c) Middle School English Language Arts (0049) - 153; or

(d) Middle School Social Studies (0089) - 144.

(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:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Speech Language Pathology (0330) - 600;
- (b) Learning and behavior disorders:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;
- (c) Moderate and severe disabilities:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Special Education: Teaching Students with Mental Retardation (0321) - 146;
- (d) Hearing impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Education of Deaf and Hard of Hearing Students (0271) - 167;
- (e) Hearing impaired with sign proficiency:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;
  2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
  3. One (1) of the following tests with a passing score of "Intermediate Level":
    - a. Sign Communication Proficiency Interview (SCPI); or
    - b. Educational Sign Skills Evaluation (ESSE).
- (f) Visually impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Teaching Students with Visual Impairments (0280) - 660.

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(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. Biology: Content Knowledge Part 1 (0231) - 156; and
2. Biology: Content Essays (0233) - 141;

(b) Chemistry:

1. General Science: Content Knowledge Part 2 (0432) - 146; and
2. Chemistry: Content Knowledge (0241) - 138;

(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) - 155;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. Physics: Content Knowledge (0261) - 114;

(g) Earth science:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. 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. Content Knowledge (0133) - 154; and
2. Art Making (0131) - 154;

(b) French:

1. French: Content Knowledge (0173) - 159; and
2. French: Productive Language Skills (0171) - 167;

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

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

(e) Latin: Latin (0600) - 630;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
1. Physical Education: Content Knowledge (0091) - 147; and
  2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
1. Spanish Content Knowledge (0191) - 160; and
  2. Spanish: Productive Language Skills (0192) - 158; or
- (k) School Media Librarian: Library Media Specialist (0310) - 640.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
  - (b) Business and Marketing Education - Business Education (0100) - 580;
  - (c) Family and Consumer Sciences - Home Economics Education (0120) - 570;
  - (d) Technology Education - Technology Education (0050) - 600; or
  - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
  - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
  - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
  - (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003.

- (1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.
- (2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.
- (3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.
- (4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.
- (5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:
  - (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
  - (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
  - (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.
- (6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:
  - (a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
  - (b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.
- (7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:
  - (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
  - (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
  - (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

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

- (2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.
- (3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

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

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

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

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

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

Section 6. An applicant shall pay the appropriate examination fee for each relevant test required to be taken.

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

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



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**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

[Action Item, Waiver C](#)

**Action Item:**

Request by Mr. James Gwilliam for the EPSB to reconsider and waive the regulation 16 KAR 6:010 pertaining to Praxis II Middle School English Language Arts (0049).

**Applicable Statutes and Regulation:**

KRS 161.028  
KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

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

**Issue:**

Should the Education Professional Standards Board reconsider and waive the regulation pertaining to the Kentucky assessment requirements for Middle School English (5-9) certification?

**Background:**

Mr. James Gwilliam is seeking Middle School English (5-9) certification. He has completed and passed the following Michigan Test for Teacher Certification (MTTC).

| <b>Test</b>             | <b>Test Date</b> | <b>Results</b> | <b>Required Score</b> |
|-------------------------|------------------|----------------|-----------------------|
| MTTC Language Arts (01) | October 6, 2001  | 231            | 220                   |

Kentucky requires the following Praxis II tests for Middle School English (5-9) certification:

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

Mr. Gwilliam's original request for a waiver of (0049) came before the EPSB at the September 25, 2006 Board meeting; however, test specifications were not available at that time. Therefore, a comparison of the MTTC (01) to Middle School English Language Arts (0049) could not be completed. Since then, staff has obtained test specifications from the Michigan Department of Education (MDE). According to the MDE and the National Evaluation Systems, specifications for MTTC (01) were not available because the MTTC (01) was replaced by the MTTC (92) Reading Specialist Test, which would imply that the MTTC (01) is no longer current.

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After receiving the test specifications, staff's review revealed that there is not sufficient evidence that the MTTC (01) is as rigorous as the Praxis II (0049). In addition, the test scores are now older than five years.

### **Alternative Actions:**

1. Do not waive the Middle School English Language Arts (0049) and do not accept MTTC (01) Language Arts in lieu thereof. Require Mr. Gwilliam to take the Principles of Learning & Teaching: Grades 5-9 (0523) and the Middle School English Language Arts (0049).
2. Waive the Middle School English Language Arts (0049) and accept the MTTC (01) Language Arts in lieu thereof. Require Mr. Gwilliam to take only the Principles of Learning & Teaching: Grades 5-9 (0523).

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

The MTTC (01) does not appear to be comparable to the Praxis (0049). In addition, according to 16 KAR 6:010 Section 4, a Kentucky required test taken on or after January 1, 2002, is not accepted if it is older than five years, and it seems reasonable to follow the same time line for out-of-state tests.

### **Contact Person:**

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

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**Executive Director**

### **Date:**

October 23, 2006

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

RELATES TO: KRS 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, determine the passing scores, establish a reasonable fee for the assessments, and establish a procedure for a person to repeat a test and be informed of his strengths and weaknesses in each area. This administrative regulation establishes the written examination prerequisites for teacher certification, including the required tests, the minimum acceptable level of achievement on each test, the fee for each test, and the procedure for retaking the test.

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) - 143;

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

(c) Middle School English Language Arts (0049) - 153; or

(d) Middle School Social Studies (0089) - 144.

(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:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Speech Language Pathology (0330) - 600;
- (b) Learning and behavior disorders:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;
- (c) Moderate and severe disabilities:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Special Education: Teaching Students with Mental Retardation (0321) - 146;
- (d) Hearing impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Education of Deaf and Hard of Hearing Students (0271) - 167;
- (e) Hearing impaired with sign proficiency:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;
  2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
  3. One (1) of the following tests with a passing score of "Intermediate Level":
    - a. Sign Communication Proficiency Interview (SCPI); or
    - b. Educational Sign Skills Evaluation (ESSE).
- (f) Visually impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Teaching Students with Visual Impairments (0280) - 660.

(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. Biology: Content Knowledge Part 1 (0231) - 156; and
2. Biology: Content Essays (0233) - 141;

(b) Chemistry:

1. General Science: Content Knowledge Part 2 (0432) - 146; and
2. Chemistry: Content Knowledge (0241) - 138;

(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) - 155;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. Physics: Content Knowledge (0261) - 114;

(g) Earth science:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. 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. Content Knowledge (0133) - 154; and
2. Art Making (0131) - 154;

(b) French:

1. French: Content Knowledge (0173) - 159; and
2. French: Productive Language Skills (0171) - 167;

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

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

(e) Latin: Latin (0600) - 630;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
1. Physical Education: Content Knowledge (0091) - 147; and
  2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
1. Spanish Content Knowledge (0191) - 160; and
  2. Spanish: Productive Language Skills (0192) - 158; or
- (k) School Media Librarian: Library Media Specialist (0310) - 640.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
  - (b) Business and Marketing Education - Business Education (0100) - 580;
  - (c) Family and Consumer Sciences - Home Economics Education (0120) - 570;
  - (d) Technology Education - Technology Education (0050) - 600; or
  - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
  - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
  - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
  - (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

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

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

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

Section 6. An applicant shall pay the appropriate examination fee for each relevant test required to be taken.

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

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



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD**  
**STAFF NOTE**

**Action Item, Waiver D**

**Action Item:**

Request by Ms. Jennifer M. Nokes to waive the regulation 16 KAR 6:010 pertaining to the Praxis II Principles of Learning and Teaching (0522) and Elementary Education: Content Knowledge (0014).

**Applicable Statutes 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?

**Background:**

Ms. Jennifer M. Nokes is seeking Elementary (P-5) Certification. She has completed and passed the following Illinois Certification Testing System (ICTS) assessments:

| <b>Test</b>                        | <b>Test Date</b> | <b>Results</b> |
|------------------------------------|------------------|----------------|
| Basic Skills (096)                 | 07-13-02         | 252 Pass       |
| ICTS (102) Elementary              | 04-17-04         | 261 Pass       |
| ICTS (003) Elementary/Middle (K-9) | 04-17-04         | 84 Pass        |

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

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

The staff's review of the Illinois ICTS test frameworks and study guides, along with the Educational Testing Service (ETS) Test at a Glance documents, are summarized below:

- The content covered within the Illinois (096) Basic Skills test is similar to the Praxis I.
- The ICTS (102) Elementary test has been replaced by the ICTS (110) Elementary/Middle Grades. However, a review of the ICTS (102) frameworks performed in spring 2005, revealed the content covered within the ICTS (102)

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Elementary appears to meet and/or exceed that of the Kentucky required Praxis II test (0522).

- The ICTS (003) Elementary test has been replaced by the ICTS (110) Elementary/Middle Grades. However, a review of the ICTS (003) frameworks performed in August 2006, revealed the test contains similar content to the Praxis II (0014) Test at a Glance.

### **Alternative Actions:**

1. Waive the regulation requiring the Praxis II Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Core Content Knowledge (0014) and accept the ICTS (102) Elementary and the ICTS (003) Elementary/Middle (K-9) in lieu thereof. Do not require Ms. Nokes to take any additional assessments.
2. Do not waive the regulation requiring the Praxis II Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Core Content Knowledge (0014) and do not accept the ICTS (102) Elementary and the ICTS (003) Elementary/Middle (K-9) in lieu thereof. Require Ms. Nokes to take the Principals of Learning & Teaching Grades K-6 (0522) and the Elementary Education: Content Knowledge (0014).

### **Staff Recommendation:**

Alternative Action 1

### **Rationale:**

Based on the ICTS test frameworks and the ETS Test at a Glance documents, the content covered within the Illinois (096) Basic Skills test is similar to the Praxis I. Kentucky does not require Praxis I for teacher certification.

Although the ICTS (102) and (003) have been replaced by ICTS (110), staff's review of the ICTS frameworks revealed that the content covered within the ICTS (102) and (003) appear to meet and/or exceed that of the Kentucky required Praxis II tests (0522) and (0014), respectively. According to 16 KAR 6:010 Section 4, a Kentucky required test taken on or after January 1, 2002, is accepted for five years from the administration date, and it seems reasonable to follow the same time line for out-of-state tests.

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

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

RELATES TO: KRS 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, determine the passing scores, establish a reasonable fee for the assessments, and establish a procedure for a person to repeat a test and be informed of his strengths and weaknesses in each area. This administrative regulation establishes the written examination prerequisites for teacher certification, including the required tests, the minimum acceptable level of achievement on each test, the fee for each test, and the procedure for retaking the test.

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) - 143;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 153; or
- (d) Middle School Social Studies (0089) - 144.

(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:

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

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

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

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

(c) Moderate and severe disabilities:

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

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

(d) Hearing impaired:

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

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

(e) Hearing impaired with sign proficiency:

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

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

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

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

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

2. Teaching Students with Visual Impairments (0280) - 660.

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(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. Biology: Content Knowledge Part 1 (0231) - 156; and
2. Biology: Content Essays (0233) - 141;

(b) Chemistry:

1. General Science: Content Knowledge Part 2 (0432) - 146; and
2. Chemistry: Content Knowledge (0241) - 138;

(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) - 155;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. Physics: Content Knowledge (0261) - 114;

(g) Earth science:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. 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. Content Knowledge (0133) - 154; and
2. Art Making (0131) - 154;

(b) French:

1. French: Content Knowledge (0173) - 159; and
2. French: Productive Language Skills (0171) - 167;

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

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

(e) Latin: Latin (0600) - 630;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
1. Physical Education: Content Knowledge (0091) - 147; and
  2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
1. Spanish Content Knowledge (0191) - 160; and
  2. Spanish: Productive Language Skills (0192) - 158; or
- (k) School Media Librarian: Library Media Specialist (0310) - 640.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
  - (b) Business and Marketing Education - Business Education (0100) - 580;
  - (c) Family and Consumer Sciences - Home Economics Education (0120) - 570;
  - (d) Technology Education - Technology Education (0050) - 600; or
  - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
  - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
  - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
  - (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

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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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

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

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

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

Section 6. An applicant shall pay the appropriate examination fee for each relevant test required to be taken.

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

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



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver E**

**Action Item:**

Request by Ms. Angela Tripp to waive the regulation 16 KAR 6:010 pertaining to the Praxis II Art Making (0131).

**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 Art (P-12) certification?

**Background:**

Ms. Angela Tripp is seeking Art (P-12) Certification. She has completed and passed the following tests:

| <b>Test</b>  | <b>Test Date</b> | <b>Results</b>  | <b>Required Score</b>                           |
|--|------------------|-----------------|---|
| Art: Content Knowledge (0133)                              | 06-28-2003       | Passed (173)    | KY Required Score=158<br>TN Required Score =150 |
| Art Content, Traditions, Criticisms, and Aesthetics (0132) | 06-28-2003       | Passed (140) TN | TN Required Score=140                           |

Kentucky requires the following Praxis II tests for Art (P-12) Certification:

- Principles of Learning and Teaching: Grades K-6 (0522); Principles of Learning and Teaching: Grades 5-9 (0523); or Principles of Learning and Teaching: Grades 7-12 (0524)
- Art: Content Knowledge (0133)
- Art Making (0131)

In 2005, a review panel consisting of five higher education faculty members and one classroom teacher reviewed the Test at a Glance documents for (0132) to determine whether the test was

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appropriate for certifying new Kentucky Teachers. Four of the six panel members determined the test topics were not relevant to what is being taught in Kentucky classrooms.

**Alternative Action:**

1. Do not waive the regulation requiring the Praxis II Art Making (0131) and do not accept the Praxis II Art Content, Traditions, Criticisms, and Aesthetics (0132) in lieu thereof. Require Ms. Tripp to take the Principles of Learning and Teaching: Grades K-6 (0522); Principles of Learning and Teaching: Grades 5-9 (0523); or Principles of Learning and Teaching: Grades 7-12 (0524) and Art Making (0131).
2. Waive the regulation requiring the Praxis II Art Making (0131) and accept the Praxis II Art Content, Traditions, Criticisms, and Aesthetics (0132) in lieu thereof. Require Ms. Tripp to take only the Principles of Learning and Teaching: Grades K-6 (0522); Principles of Learning and Teaching: Grades 5-9 (0523); or Principles of Learning and Teaching: Grades 7-12 (0524).

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

Based on the findings of the 2005 review panel, (0132) test topics are not relevant to what is being taught in Kentucky classrooms. Therefore, (0132) would not be an acceptable replacement for (0131).

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

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

RELATES TO: KRS 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, determine the passing scores, establish a reasonable fee for the assessments, and establish a procedure for a person to repeat a test and be informed of his strengths and weaknesses in each area. This administrative regulation establishes the written examination prerequisites for teacher certification, including the required tests, the minimum acceptable level of achievement on each test, the fee for each test, and the procedure for retaking the test.

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) - 143;

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

(c) Middle School English Language Arts (0049) - 153; or

(d) Middle School Social Studies (0089) - 144.

(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:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Speech Language Pathology (0330) - 600;
- (b) Learning and behavior disorders:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;
- (c) Moderate and severe disabilities:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Special Education: Teaching Students with Mental Retardation (0321) - 146;
- (d) Hearing impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Education of Deaf and Hard of Hearing Students (0271) - 167;
- (e) Hearing impaired with sign proficiency:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;
  2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
  3. One (1) of the following tests with a passing score of "Intermediate Level":
    - a. Sign Communication Proficiency Interview (SCPI); or
    - b. Educational Sign Skills Evaluation (ESSE).
- (f) Visually impaired:
1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
  2. Teaching Students with Visual Impairments (0280) - 660.

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(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. Biology: Content Knowledge Part 1 (0231) - 156; and
2. Biology: Content Essays (0233) - 141;

(b) Chemistry:

1. General Science: Content Knowledge Part 2 (0432) - 146; and
2. Chemistry: Content Knowledge (0241) - 138;

(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) - 155;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. Physics: Content Knowledge (0261) - 114;

(g) Earth science:

1. General Science: Content Knowledge, Part 2 (0432) - 146; and
2. 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. Content Knowledge (0133) - 154; and
2. Art Making (0131) - 154;

(b) French:

1. French: Content Knowledge (0173) - 159; and
2. French: Productive Language Skills (0171) - 167;

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

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

(e) Latin: Latin (0600) - 630;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (g) Vocal music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (h) Instrumental music:
1. Music: Content Knowledge (0113) - 150; and
  2. Music: Concepts and Processes (0111) - 145;
- (i) Physical education:
1. Physical Education: Content Knowledge (0091) - 147; and
  2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- (j) Spanish:
1. Spanish Content Knowledge (0191) - 160; and
  2. Spanish: Productive Language Skills (0192) - 158; or
- (k) School Media Librarian: Library Media Specialist (0310) - 640.
- (7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:
- (a) Agriculture: Agriculture (0700) - 520;
  - (b) Business and Marketing Education - Business Education (0100) - 580;
  - (c) Family and Consumer Sciences - Home Economics Education (0120) - 570;
  - (d) Technology Education - Technology Education (0050) - 600; or
  - (e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.
- (8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
  - (b) Speech/Media Communications: Speech Communication (0220) - 580; or
  - (c) Theater: Theatre (0640) - 630.
- (9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:
- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
  - (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.



Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

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

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

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

Section 6. An applicant shall pay the appropriate examination fee for each relevant test required to be taken.

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

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

Agenda Book  
EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE

[Action Item, Waiver F](#)

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

**See Attached List**

**Alternative Actions:**

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

**Staff's Recommendations:**

Alternative 1

**Rationale:**

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

Agenda Book

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

Agenda Book

| <b>District</b>     | <b>Name</b>       | <b>Current Certification</b> | <b>Assignment</b> |
|---------------------|-------------------|------------------------------|-------------------|
| Augusta Independent | Emily Evertz      | LBD                          | FMD               |
| Augusta Independent | Patrick McKay     | LBD                          | FMD               |
| Bell County         | Theresa Napier    | LBD                          | FMD               |
| Bell County         | Brian Williamson  | LBD                          | FMD               |
| Bell County         | Amanda Watts      | LBD                          | FMD               |
| Christian County    | Gayle Galyon      | LBD                          | HI                |
| Graves County       | Melanie Gilliam   | LBD                          | FMD               |
| Graves County       | Carla Herring     | LBD                          | FMD               |
| Graves County       | Kevin Abanatha    | LBD                          | FMD               |
| Graves County       | Jo Beth Robertson | LBD                          | FMD               |
| Harlan County       | Nancy Blair       | LBD                          | FMD               |
| Harlan County       | Debbie Sue Nicley | LBD                          | FMD               |
| Harlan County       | Deborah Nicley    | LBD                          | FMD               |
| Harlan County       | Sheila Grant      | LBD                          | FMD               |
| Henry County        | Donna Feagan      | LBD                          | FMD               |
| Henry County        | Lindsey Thurman   | LBD                          | FMD               |
| Henry County        | Angela Denny      | LBD                          | FMD               |
| Henry County        | Kim Blaisdell     | LBD                          | FMD               |
| Henry County        | Bruce Blanton     | LBD                          | FMD               |



Agenda Book  
**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver G**

**Action Item:**

Request for Substitution of Administrative Experience for Superintendent Certification

**Applicable Statute or Regulation:**

16 KAR 3:010, Section 1 (c)

**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 substitute experience as Deputy Commissioner of Education in Kentucky for acceptable experience for superintendent certification?

**Background:**

Ms. Mardi Montgomery is requesting a substitution of her experience as Deputy Commissioner for Education as prerequisite experience to add the Superintendent certificate to her qualifications. Such substitution is permitted by the regulation with approval by the Board. Ms. Montgomery is interested in entering the superintendent certification program at Eastern Kentucky University this fall.

**Alternative Actions:**

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

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

# Agenda Book

## 16 KAR 3:010. Certification for school superintendent.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

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

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

(a) Qualifications for a Kentucky teaching certificate;

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

(c) Completion of a master's degree;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item, Waiver H**

**Action Item:**

Request for Waiver of 6 New Graduate Hours for the Re-issuance of a Certificate

**Applicable Statute or Regulation:**

16 KAR 4:040, Section 3 (1) (a)

**Applicable Goal:**

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

**Issue:**

Should the Education Professional Standards Board waive the requirement of six (6) new graduate hours for the re-issuance of a lapsed certificate?

**Background:**

Ms. Paula Stone is requesting a waiver of the requirement for six new graduate hours leading for a re-issuance of an expired teaching certificate. Her Professional Certificate for Teaching Elementary, Grades K-5, expired on June 30, 2006. (See attached material for the basis of Ms. Stone's request.)

**Alternative Actions:**

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

**Contact Person:**

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

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**Executive Director**

**Date:**

October 23, 2006

# Agenda Book

## 16 KAR 4:040. Recency and certification fees.

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for his or her respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board; furthermore, a teacher education institution is required to be approved for offering a preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 establishes additional testing and internship requirements for certification. This administrative regulation establishes requirements for the issuance of the limited initial certificate; the beginning teacher internship program; certificate renewal; and filing a certificate application. This administrative regulation establishes fees to be charged for the issuance, reissuance, and renewal of a certificate.

Section 1. (1) Application for teacher certification shall be made to the Division of Certification.

(2) The application shall be accompanied by an official transcript showing all college credits necessary for the requested certification.

Section 2. Recency. Teacher certification issued initially under the provisions of 16 KAR 2:010 or 16 KAR 2:020 shall comply with the provisions of KRS 161.030 and the following requirements and procedures:

(1) There shall be a recency of preparation prerequisite for the issuance of a certificate covered by this section, as follows:

(a) Except as provided in paragraphs (b) and (c) of this subsection, an out-of-state applicant for initial Kentucky certification shall have prepared as a teacher or completed six (6) semester hours of graduate credit within the five (5) years preceding the application.

(b) An out-of-state applicant for initial Kentucky certification who has completed a Planned Fifth-year Program shall be exempt from taking the six (6) additional hours, if the applicant has completed two (2) years of successful teaching experience within the last ten (10) years.

(c)1. A certificate shall be issued for a one (1) year period ending June 30 of the next calendar year if the applicant:

a. Does not meet the recency of preparation requisite;

b. Has not previously held a Kentucky teaching certificate;

c. Otherwise qualifies for certification; and

d. Agrees that six (6) semester hours of credit applicable toward the usual renewal requirement shall be completed by September 1 of the year of expiration.

2. To renew a certificate issued under subparagraph 1 of this paragraph, the applicant shall comply with the requirements for renewal established in subsection (2) of this section.

(2)(a) A teaching certificate described in this section shall be issued for a duration period of five (5) years and with provisions for a subsequent five (5) year renewal, as established in 16 KAR 7:010.

(b) Semester hour credit for certificate renewal shall be earned after the issuance of the certificate. Credit earned in excess of the minimum requirement for a renewal period shall accumulate and be carried forward to apply toward a subsequent renewal.

### Section 3. (1) Reissuance.

**(a) If a certificate has lapsed as a result of the applicant's failure to meet the renewal requirements, the certificate shall be reissued at a later date for a one (1) year period if the applicant completes at least six (6) semester hours of graduate credit applicable toward the Planned Fifth-year Program.**

(b) The applicant shall complete an additional nine (9) semester hours of credit applicable toward the planned fifth-year program by September 1 of the year of expiration to qualify for extending the certificate for the remaining four (4) years of the first five (5) year renewal period.

(c) At the end of the renewal period established in paragraph (b) of this subsection, the applicant shall have completed the Planned Fifth-year Program to qualify for the next five (5) year renewal. After the renewal period established in this paragraph, the regular renewal schedule of three (3) years of successful teaching experience with evidence of continuing growth documented in a portfolio as required by 16 KAR 4:060 or six (6) semester hours of additional graduate credit each five (5) year period shall apply.

(2) An applicant who has already completed the Planned Fifth-year Program and whose certificate lapses shall have the certificate reissued after completing another six (6) semester hours of graduate credit. The certificate shall be issued for a five (5) year period and subject to the renewal schedule of three (3) years of successful teaching experience or completion by September 1 of the year of expiration of at least six (6) semester hours of additional credit for each five (5) year period.

(3) Pursuant to KRS 161.030(3) and (4), successful experience shall be in a position directly corresponding to the type of teaching certificate for which the application is being made and shall be defined as follows:

(a) Employment shall be at least on a half-time basis;

(b) A full year of experience shall include at least 140 days of employment performed within the academic year; and

(c) A half year of experience shall include at least seventy (70) days of employment performed within an academic semester.

Section 4. Fees. (1) The following fees for teaching certificates shall apply:

(a) Statement of eligibility for internship - no charge;

(b) Limited one (1) year certificate - no charge;

(c) Issuance, reissuance, or renewal of a regular certificate - fifty (50) dollars, which shall include all previously approved certifications and endorsements;

(d) Issuance of a five (5) year substitute certificate - fifteen (15) dollars;

(e) Reissuance of limited four (4) year certification - thirty-five (35) dollars;

(f) A duplicate copy of the certificate - twenty-five (25) dollars.

(2) A refund of the certification fee shall be provided to an unsuccessful certification applicant, less a ten (10) dollar processing fee.

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(3) The appropriate fee shall:

(a) Accompany the application; and

(b) Be received in the form of a certified check or money order made payable to the Kentucky State Treasurer. (SBE 42.005(1), 42.008; 1 Ky.R. 494; eff. 3-12-75; Am. 11 Ky.R. 625; eff. 11-13-84; 12 Ky.R. 239; eff. 9-10-85; 1367; eff. 3-4-86; 1876; eff. 7-2-86; 13 Ky.R. 1470; eff. 3-6-87; 23 Ky.R. 3920; eff. 7-2-97; 24 Ky.R. 1946; 2371; eff. 5-18-98; recodified from 704 KAR 20:045, 7-2-2002.)



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EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE

Action Item, Alternative Route to Certification A

**Action Item:**

Alternative Route to Certification Application

**Applicable Statutes and Regulation:**

KRS 161.028, 161.030, 161.048  
16 KAR 9:010

**Applicable Goal:**

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

**Issue:**

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

**Background:**

The following individual is requesting certification on the basis of exceptional work experience:

Mr. Richard Mark Allen, Mathematics, Grades 8-12

The application will be sent under separate cover.

**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

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**Executive Director**

**Date:**

October 23, 2006



Agenda Book  
EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE

**Action Item, Alternative Route to Certification Application B**

**Action Item:**

Alternative Route to Certification Application

**Applicable Statutes and Regulation:**

KRS 161.028, 161.030, 161.048  
16 KAR 9:010

**Applicable Goal:**

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

**Issue:**

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

**Background:**

The following individual is requesting certification on the basis of exceptional work experience:

Mr. Eric Allgeier, Theatre, Grades P-12

The application will be sent under separate cover.

**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

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**Executive Director**

**Date:**

October 23, 2006