

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, 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.

**EPSB Meeting Agenda
Kentucky Department of Education
300 Sower Boulevard, 5th Floor, Frankfort, KY 40601**

Monday, June 17, 2019

EPSB Waiver Committee

8:30 AM ET – Conference Room 516

EPSB Regular Meeting Agenda

9:00 AM ET – State Board Room

Call to Order

Roll Call

Open Speak

Approval of Consent Items

- A. Approval of April 8, 2019, EPSB Meeting Minutes
- B. Board Approval for KEA/NEA Online Trainings (Chelsea Young)
- C. Asbury University: Approval of Proficiency Plan (Ms. Allison Bell)
- D. Eastern Kentucky University: Approval of Proficiency Plan (Ms. Bell)
- E. Georgetown College: Approval of Proficiency Plan (Ms. Bell)
- F. Northern Kentucky University: Approval of Proficiency Plan (Ms. Bell)
- G. Murray State University: Approval of Proficiency Plan (Ms. Bell)
- H. University of the Cumberlands: Approval of Proficiency Plan (Ms. Bell)
- I. Western Kentucky University: Approval of Proficiency Plan (Ms. Bell)
- J. Asbury University Program Approval: Superintendent (Ms. Bell)
- K. Murray State University Program Approval: Rank I in Communication Disorders Rank I (Ms. Bell)

Report of the Commissioner

- A. Report from the Education and Workforce Development Cabinet

- B. Report from the Council on Postsecondary Education
- C. Report of the Associate Commissioner
- D. Other Updates

Report of the Chair

Information/Discussion Items

- A. Guidelines for Continuing Education Option, Plan II (Ms. Sharon Salsman)
- B. Kentucky Standards for School Counselor Preparation Programs (Dr. Eve Profitt)
- C. 16 KAR 6:031, Notice of Repeal of 16 KAR 6:030 (Ms. Cassie Trueblood)

Action Items

- A. EPSB Regulation Review, Part II (Ms. Trueblood)
- B. Council for the Accreditation of Educator Preparation Standards for Advanced Programs (Ms. Bell)
- C. 16 KAR 5:040. Request to Waive Use of the Kentucky Field Experience Tracking System (Ms. Bell)

Waivers

- A. 16 KAR 5:040. Request to Place an Out-of-State Student Teacher in a Kentucky District (Ms. Bell)
- B. 16 KAR 4:060. Request to Waive Renewal Requirements due to Work Related Injury (Ms. Crystal Hord)
- C. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Hope Lacefield (Ms. Hord)
- D. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Ashley Smith (Ms. Hord)
- E. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Samantha Fowler (Ms. Hord)
- F. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Michael Bramlett (Ms. Hord)
- G. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Jason Jennings (Ms. Hord)
- H. 16 KAR 2:010. Request to Waive Grade Level Restrictions for Two Owsley County Teachers (Ms. Hord)

Alternative Route to Certification Applications

- A. Benjamin Evans, Science, Grades 5-9 (Ms. Hord)

B. Tatyana Pinyayev, Chemistry, Grades 8-12 (Ms. Hord)

Board Comments

Closed Session Review

Following a motion in open session pursuant to KRS 61.810 (1) (c) and (1)(j), it is anticipated that the Board will move into closed session to conduct a character and fitness review and to review potential actions relating to complaints and reports.

Case Decisions

Following the closed session review, the Board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:

August 19, 2019
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the April 8, 2019, meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 300 Sower Boulevard, 5th Floor, Frankfort, KY 40601.

**Education Professional Standards Board (EPSB)
Minutes
Kentucky Department of Education
300 Sower Boulevard, 5th Floor, Frankfort, KY 40601**

Call to Order

Chair Sarah Burnett called the meeting to order at 9:02 a.m. ET. She read the mission statement to the Board and audience.

Roll Call

The following Board members were present during the April 8, 2019, EPSB meeting:

Melissa Bell, Sarah Burnett, Kim Chevalier, David Graham, Justin Mitchell, Daniel Morgan, Mike Nemes, Shad Sletto, Elizabeth Smith, Jamie Stickler, and Steven Thomas.

Donna Hedgepath, Ellen Murphy, Sherry Powers, and Rachel Watson were absent.

Open Speak

There were no requests for Open Speak.

Approval of Consent Items

Approval of February 11, 2019 EPSB Meeting Minutes

Waiver of Student Teacher Placement for Shuyan Wu

2019-013

Motion made by Mr. David Graham, seconded by Mr. Shad Sletto, to approve the consent agenda items.

Vote: *Unanimous*

Report of the Commissioner

Report from the Education and Workforce Development Cabinet

Mike Nemes stated the Cabinet was continuing the work of transitioning Unemployment Centers into Workforce Career Centers. All EPSB Board members were confirmed during the legislative session.

Report from the Council on Postsecondary Education

Melissa Bell stated the Dual Credit Advisory Council met to discuss cost of delivery for dual credit courses and the need for general education pathways to seamlessly transition into postsecondary. The Annual Student Success Summit is April 15th and 16th. President Thompson is continuing his Listening Tour throughout the state.

Report of the Associate Commissioner

Rob Akers reflected on the continuation of work to provide flexibility for EPPs and districts in order to provide quality teachers in Kentucky. Mr. Akers stated that Dr. Eve Proffitt is continuing the School Leader program in collaboration with Western Kentucky University and Green River Educational Co-Op. The office is in the planning phase of developing a new online platform and is also testing a new online document submission for applications. Mr. Akers noted that last year there were over 100,000 pieces of mail from May to September in Certification and this new online process will streamline the process.

Legislative Update

Dr. Ellis provided an update on SB 116 and SB 135. Neither bill passed.

Other Updates

Dr. Ellis reported that the Educators Rising Conference was hosted in Bowling Green in March. There were 240 students and 27 schools represented. Dr. Lewis would like to start having conversations around certification requirements for deaf and hard of hearing, visually impaired and computer sciences.

Report of the Chair

Chair Burnett appointed David Graham as an alternate to the Waiver Committee.

Information/Discussion Items

Council for the Accreditation of Educator Preparation Advanced Program Standards

Ms. Allison Bell provided information on the advanced level standards for the Board's consideration and adoption in June.

EPSB Regulation Review, Part II

Ms. Cassie Trueblood explained HB 50's sunset provision to the Board, and their options when reviewing their regulations. Ms. Trueblood then presented the Board's remaining regulations that are set to expire on July 1, 2019.

Action Items

EPSB Regulation Review, Part I

2019-014

Motion made by Mr. Nemes, seconded by Ms. Kim Chevalier, to approve.

Vote: *Unanimous*

16 KAR 3:090. Agency Amendment

2019-015

Motion made by Ms. Chevalier, seconded by Mr. Justin Mitchell, to approve.

Vote: *Unanimous*

16 KAR 8:030. Continuing Education Option, Amendment

2019-016

Motion made by Mr. Sletto, seconded by Mr. Graham, to approve.

Vote: *Unanimous*

Thomas More University: Approval of Proficiency Plan

2019-017

Motion made by Mr. Sletto, seconded by Mr. Daniel Morgan, to approve.

Vote: *Unanimous*

Union College: Approval of Proficiency Plan

2019-018

Motion made by Mr. Graham, seconded by Mr. Morgan, to approve.

Vote: *Unanimous*

University of Louisville: Approval of Proficiency Plan

2019-019

Motion made by Mr. Morgan, seconded by Mr. Nemes, to approve.

Vote: *Unanimous*

Ms. Trueblood stated that all Proficiency Plans can be placed on the Consent Agenda in the future.

Waivers

The Waiver Committee did not have enough members to meet. All waivers will be presented to Board for approval.

2019-020

16 KAR 5:040. Request to Waive Required Number of Student Teaching Days Due to School Closings: Morehead State University and Union College

Motion made by Ms. Chevalier, seconded by Mr. Jamie Stickler, to approve the waiver.

Vote: *Unanimous*

2019-021

16 KAR 5:040. Request to Waive Required Number of Student Teaching Days for Andrew Stewart

Motion made by Mr. Sletto, seconded by Ms. Chevalier, to approve the waiver.

Vote: *Unanimous*

2019-022

16 KAR 5:020. Request to Waive the Admission Testing Requirement for an Initial Preparation Program under 16 KAR 5:030 for Proficiency Evaluation

Motion made by Mr. Sletto, seconded by Ms. Chevalier, to approve the waiver.

Vote: *Unanimous*

2019-023

16 KAR 3:050. Request to Waive Teaching Experience Requirement for Admission to a Principal Certification Program

Motion made by Ms. Chevalier, seconded by Mr. Stickler, to approve the waiver.

Vote: *Unanimous*

2019-024

16 KAR 4:030. Request to Waive Equivalent Certification Requirement for Out-of-State Prepared Educator

Motion made by Mr. Sletto, seconded by Ms. Chevalier, to approve the waiver.

Vote: *Unanimous*

2019-025

16 KAR 3:040. Request to Waive Requirement for a Director of Special Education to Hold Certification as a Special Education Teacher or School Psychologist

Motion made by Mr. Graham, seconded by Mr. Sletto, to approve the waiver.

Vote: *Unanimous (Ms. Chevalier recused)*

2019-026

16 KAR 2:010. Request to Waive Grade Level Restrictions for Four Owensboro Public Schools Teachers

Motion made by Mr. Nemes, seconded by Mr. Sletto, to approve the waiver.

Vote: *Unanimous*

Board Comments

There were no Board comments.

Motion made by Mr. Morgan seconded by Mr. Sletto, to go into closed session to conduct a character and fitness review and to review potential actions relating to complaints and reports in accordance with KRS 61.810(1) (c) & (j). The Board also reviewed pending litigation.

Vote: *Unanimous*

Motion made by Mr. Graham seconded by Mr. Morgan, to return to open session.

Vote: *Unanimous*

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

Sarah Burnett, Kim Chevalier, David Graham, Justin Mitchell, Daniel Morgan, Shad Sletto, Elizabeth Smith, Jamie Stickler, and Steven Thomas.

Attorneys present were Deanna Durrett, Luke Gilbert, BreAnna Listermann, Joseph Martz, Cassie Trueblood, and Chelsea Young.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
190127	Defer for Training
190155	Admonish & Training
190137	Admonish
190117	Attorney Review
1902165	Attorney Review
1902167	Attorney Review
18111353	Attorney Review

1806925	Attorney Review
18111367	Attorney Review
1902157	Attorney Review
18111327	Defer for Training
190125	Defer for Training
18101289	Attorney Review
190123	Admonish & Training
1902211	Admonish & Training
190129	Admonish & Training
19017	Defer for Training
190119	Attorney Review
18111351	Attorney Review
190143	Attorney Review
190139	Attorney Review
1806905	Attorney Review
190145	No Further Action
18111349	Admonish & Training
18111383	Defer for Training
190131	Dismissed
190157	Attorney Review
1902223	Attorney Review
19019	Admonish & Training
190149	Admonish
1902185	Admonish
190135	Admonish & Training
1902191	Attorney Review
18101269	Attorney Review
190169	Dismissed
190165	Defer for Training
190173	Defer for Training
190179	Dismissed
190177	Defer for Training
190193	Dismissed
190195	Dismissed
190191	Dismissed
190189	Dismissed
190187	Dismissed
190185	Dismissed
190181	Defer for Training
190199	Dismissed
190171	Dismissed
190197	Dismissed
190163	Defer for Training
190167	Dismissed
190159	Defer for Training
1902213	Defer for Training

19015	Defer for Training
190141	Attorney Review
1902179	Admonish & Training
1805817	Refer to Hearing
18081123	Refer to Hearing
1806901	Refer to Hearing
1310724	Refer to Hearing
1405291	No Further Action
1412864	Refer to Hearing
1309681	Refer to Hearing
17101455	Refer to Hearing
1804589	Dismissed
1804625	Attorney Review
1805821	Attorney Review
1804599	Attorney Review
1803261	Attorney Review
1804557	Attorney Review
1805801	Attorney Review
17121543	No Further Action
1611943	No Further Action
1702127	No Further Action
17071273	No Further Action
1011679	Dismissed
18081093	Dismissed
1807999	Dismissed
18101267	Dismissed
1806903	Dismissed
1803193	Dismissed
1803191	Dismissed
18071029	Dismissed
18111341	Dismissed
1806919	Dismissed
1806893	Dismissed
1608541	Dismissed
1803341	Dismissed
1804555	Dismissed
1804587	Dismissed
1804563	Dismissed
1804547	Dismissed
1804561	Dismissed
1804549	Dismissed
1804579	Dismissed
1804559	Dismissed
1806941	Dismissed
1806939	Dismissed
1806945	Dismissed

18081131	Dismissed
18081183	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
182348	Approve
19147	Approve
19133	Approve
19160	Approve
19182	Approve
19179	Approve
19209	Approve
19210	Approve
19237	Approve
19254	Approve
19311	Approve
19345	Approve
19359	Approve
19364	Approve on the condition that the allegations may be reviewed by the Board at a later date pursuant to the Board's Procedures Relating to Board Action on an Educator's Certification.
19117	Approve
19119	Approve
19120	Approve
19127	Approve
19122	Approve
19134	Approve
19145	Approve
19149	Approve
19150	Approve
18201	Approve
19163	Approve
181	Approve
19171	Approve
19173	Approve
19129	Approve
19188	Approve
19199	Approve
19212	Approve
19218	Approve
19220	Approve
19131	Approve
19238	Approve
19240	Approve
19252	Approve
19256	Approve

19268	Approve
19299	Approve
19227	Approve
19350	Approve

Agreed Orders

Case Number

1806907 Richard Johnson

Decision

Accept Agreed Order admonishing Johnson for his lack of professional judgment in interactions with students. As an education professional, it is Johnson's responsibility to set and maintain appropriate boundaries with all students.

Certificate Number 201104462 is suspended from the period of May 26, 2018 to May 26, 2020. Johnson shall not apply for nor be granted any Kentucky teaching or administrative certificate or certificate renewal until the suspension period has ended.

Once the suspension period has ended, and prior to accepting any position requiring Kentucky teacher certification, Johnson shall provide proof that he has completed a course of training/professional development on the subject of appropriate teacher/student boundaries. Any cost for said training shall be paid for by Johnson. If Johnson does not submit the proof prior to accepting a position requiring Kentucky teacher certification, Certificate Number 201104462 shall be administratively suspended until such time as Johnson provides the proof.

Once the suspension period has ended, and prior to accepting any position requiring Kentucky teacher certification, Johnson shall provide proof that he has completed a course of training/professional development on the subject of Appropriate Use of Social Media. Any cost for said training shall be paid for by Johnson. If Johnson does not submit the proof prior to accepting a position requiring Kentucky teacher certification, Certificate Number 201104462 shall be administratively suspended until such time as Johnson provides the proof.

Once the suspension period has ended, and upon Johnson accepting any position requiring Kentucky teacher certification, Certificate Number 201104462 shall be under a two (2) year probationary period. During the probationary period, Johnson shall not receive any discipline from a Kentucky school district relating to teacher/student boundaries. If Johnson fails to uphold this condition, Certificate Number 201104462 shall be administratively suspended pending further Board review and disposition.

“Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a suspension, termination, or public reprimand shall be considered a violation of this condition.

Johnson is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18081087 Derrick Ford

Accept Agreed Order admonishing Ford for his lack of professional judgment in interactions with students. Exchanging personal text messages with students is inappropriate no matter the intent. As an education professional, it is Ford’s responsibility to set and maintain appropriate boundaries with all students.

Certificate Number 201153195 is retroactively suspended for the period of July 1, 2018 to August 14, 2018, a period of forty-five (45) days.

On or before April 1, 2020 Ford shall provide written proof to the Board that he has completed a course of professional development/training on the topic of Appropriate Student Teacher Boundaries. Any expense for said training shall be paid for by Ford. Failure to provide the written proof prior to April 1, 2020 will result in Certificate Number 201153195 being administratively suspended until such time as Ford provides the proof.

From the date that the Board approves this Agreed Order, Certificate Number 201153195 shall be subject to the following probationary condition for five (5) years starting on his first day of employment:

Ford shall receive no disciplinary action related to student/teacher boundaries during the probationary period. “Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school

district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Ford receives disciplinary action related to student/teacher boundaries during the probation period, his certificate will be automatically suspended pending Board review and disposition.

Ford is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

17121595 Paul Wagers

Accept Agreed Order admonishing Wagers for exercising poor professional judgment. The Board reminds Wagers of his ethical duty to take reasonable measures to exemplify behaviors which maintain the dignity and integrity of the profession. The Board will not tolerate any further incidents of misconduct from Wagers.

On or before September 1, 2019, Wagers shall provide written proof to the Board that he has completed a course on educator ethics training as approved by the Board. Wagers shall pay any expense incurred. If Wagers fails to satisfy this condition, Certificate Number 200701804 shall be administratively suspended until such condition is satisfied.

Wagers is aware that should he violate KRS 161.120 the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18111333 Stephen Burch

Accept Agreed Order retroactively suspending Administrative Certificate Number 200233644, Professional Certificate For Instructional Leadership-Principal, All Grades, Level 2, for a period of two (2) years from November 7, 2018 through November 7, 2020. Burch shall be prohibited from applying for any additional administrative certificates during the two (2) year period.

Prior to reinstatement of Administrative Certificate Number 200233644, Burch shall complete the following reinstatement conditions:

1. Burch shall provide written proof that he has

received professional development/training in the area of sexual harassment awareness, as approved by the Board. Any expense incurred for said training shall be paid by Burch.

2. Burch shall provide written proof to the Board that he has completed professional development/training in the area of educator ethics, as approved by the Board. Any expense incurred for said training shall be paid by Burch.
3. Burch shall provide written proof that he has received professional development/training in the area of appropriate use of social media, as approved by the Board. Any expense incurred for said training shall be paid by Burch.

If Burch fails to satisfy these conditions prior to the conclusion of the two (2) year suspension period, Administrative Certificate Number 200233644 shall not be reinstated until Burch completes the required training and provides the appropriate written proof to the Board.

Burch is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18071037 Meagan Allan-Patrick

Accept Agreed Order admonishing Allan-Patrick for certification. The Board will not tolerate any further incidents of misconduct from Allan-Patrick.

1. On or before August 1, 2019, Allan-Patrick shall provide written proof to the Board that she has completed a course on educator ethics training as approved by the Board. Allan-Patrick shall pay any expense incurred. If Allan-Patrick fails to satisfy this condition, Certificate Number 201162254 shall be administratively suspended until such condition is satisfied.
2. On or before August 1, 2019, Allan-Patrick shall provide written proof to the Board from a Kentucky licensed or certified psychiatrist or mental health professional that she has complied

with a comprehensive evaluation and is fit to be in the classroom, is not a danger to herself or others, and is compliant with all treatment recommendations. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Allan-Patrick shall provide the Board with yearly written reports that she is compliant with all treatment recommendations and is not a danger to herself or others. Allan-Patrick shall pay any expense incurred. If Allan-Patrick fails to satisfy this condition, Certificate Number 201162254 shall be administratively suspended until such condition is satisfied.

Allan-Patrick is aware that should she violate KRS 161.120, either during or following this probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

17121605 Esther Haley

Accept Agreed Order retroactively revoking Certificate Number 199604197 for three (3) years from March 14, 2016 through March 14, 2019.

In addition to any testing and/or educational requirements, prior to reissuance of Certificate Number 199604197, Haley shall comply with the following reissuance conditions:

1. Haley shall provide written proof to the Board that she has been evaluated by a licensed or certified physician and is fit to return to the classroom, presents as capable of fulfilling her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. Haley shall pay any expense incurred. If Haley fails to satisfy this condition, Certificate Number 199604197 shall not be reissued until such condition is satisfied.
2. Haley shall submit written proof to the Board that she has complied with a comprehensive alcohol/substance abuse assessment by a licensed or certified chemical dependency counselor, as approved by the Board, and is compliant with all treatment recommendations. Haley shall pay any

expense incurred. If Haley fails to satisfy this condition, Certificate Number 199604197 shall not be reissued until such condition is satisfied.

Certificate Number 199604197, including any and all endorsements, is hereby subject to the following permanent probationary conditions:

1. Haley shall not refuse or fail any drug test requested by any school district she is employed. Furthermore, Haley shall not receive any disciplinary action from any school district she is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Haley fails to satisfy this condition in its entirety, Certificate Number 199604197 shall be automatically suspended pending review and disposition by the Board
2. Haley shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. A violation is not considered a minor traffic violation if it is a violation for which jail time may be imposed. If Haley is convicted of, or enters a guilty or no contest plea, to any criminal charge other than a minor traffic violation, she shall submit this information to the Board, in writing, within thirty (30) days. If Haley fails to comply with this condition in its entirety, Certificate Number 199604197 shall be administratively suspended pending Board review and disposition.

Haley is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

140265 Robert Massie

Accept Agreed Order stating Certificate Number 000020046 is expired. Massie shall neither apply for nor be issued any teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Massie, or on his behalf,

shall be denied.

Vote: *Unanimous*

1407442 Joseph Chappell

Accept Agreed Order retroactively suspending Certificate Number 200003288 from January 27, 2014 through January 31, 2014.

In addition, Chappell is admonished for failing to disclose that he was the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards on an application for employment while this case was pending. The Board reminds Chappell that as a certified educator in Kentucky he must exemplify behaviors that maintain the dignity and integrity of the profession, which would include ensuring he is accurate and forthcoming on all applications for employment.

Furthermore, Certificate Number 200003288 shall be subject to the following probationary condition for a period of four (4) years:

1. Chappell shall not receive any disciplinary action from any school district in which he is employed. If Chappell fails to satisfy this condition, Certificate Number 200003288 shall be administratively suspended pending Board review and disposition.

“Disciplinary action” is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a termination, suspension, or public reprimand shall be considered a violation of this condition.

Chappell is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1803335 Leann Majors

Accept Agreed Order stating Majors shall not participate in

state testing until she provides written proof to the Board that she has completed Administration Code training. If Majors fails to satisfy this condition, Certificate Number 200009385 shall be administratively suspended until she provides the appropriate written proof to the Board. Majors is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1803207 Ameliah Leonhardt

Accept Agreed Order stating Leonhardt is not currently employed in the Kentucky public school system. Prior to accepting a certified position in Kentucky, Leonhardt shall first submit written proof to the Board that she has completed Administration Code Training, as approved by the Board. If Leonhardt fails to satisfy this condition prior to accepting certified employment, Certificate Number 201154475 shall be administratively suspended until such condition is satisfied. Leonhardt is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1506311 Peter Lee

Accept Agreed Order stating Certificate Number 000048134 is revoked. Lee shall immediately surrender the original and all copies of this certificate to the Education Professional Standards Board, 300 Sower Blvd, Fifth Floor, Frankfort, Kentucky 40601. Lee shall neither apply for nor be issued a teaching certificate in the Commonwealth of Kentucky for the remainder of his lifetime.

Lee is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1405251 Rebekah Staten

Accept Agreed Order suspending Certificate Number XXX-XX-9498 for a period of two (2) years from the date the Board approves this Order. Upon acceptance of this agreement by the Board, Staten shall surrender the original and all copies of his certificate, by hand delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd, 5th Floor, Frankfort, Kentucky 40601.

Prior to accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Staten shall submit written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Staten. If Staten fails to satisfy this condition, certificate number XXX-XX-9498 shall be automatically suspended until she completes the required training and provides the appropriate written proof to the Board.

Further, upon accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Staten's teaching certificate shall be on lifetime probation subject to the following probationary conditions:

1. Staten shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky relating to inappropriate contact/relationship with students. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal/ or arbitration process. If Staten fails to satisfy this condition, any certificate issued to Staten shall be automatically suspended pending further board review and disposition.

If Staten fails to satisfy any of the above conditions, certificate number XXX-XX-9489 shall be automatically suspended for a period of one (1) year, and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1312906 Clarice Morbley

Accept Agreed Order retroactively suspending Certificate Number XXX-XX-6650 for a period of two (2) years from January 1, 2015 to January 1, 2017.

Morbley is not currently employed in the education field, and has no immediate plans to return to the education profession. However, prior to accepting a certified position in Kentucky:

1. Morbley shall submit written proof to the Board that she has completed six (6) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Morbley. If Morbley fails to satisfy this condition, certificate number XXX-XX-6650 shall be automatically suspended until she completes the required training and provides the appropriate written proof to the Board.
2. Morbley shall complete a course on anger management by a qualified provider, as approved by the Board. Any expense required shall be paid by Morbley.
3. Morbley shall not receive any disciplinary action involving inappropriate interactions with students from any school district in which she is employed.

“Disciplinary action” is defined as any termination, suspension or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a suspension, termination, or public reprimand shall be considered a violation of this condition.

If Morbley fails to satisfy any of the above conditions, certificate number XXX-XX-6650 shall be automatically suspended until review by the Board, and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1702249 Harold Isable

Accept Agreed Order stating Isable voluntarily, knowingly, and intelligently surrenders his teaching certificate, number 201149832, and agrees to not apply for, nor be issued, a teaching or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon the acceptance of this agreement by the Board, Isable shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd., Fifth Floor, Frankfort, Kentucky 40601.

Vote: Unanimous

1405266 Julie Brown

Accept Agreed Order retroactively suspending certificate number 200304303 for a period of five (5) days from March 3, 2014 to March 7, 2014.

Brown has submitted proof of completion for thirty nine (39) hours of professional development training.

Brown is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: Unanimous

CF 19103 Ervin Mason

Accept Agreed Order stating Mason shall be issued a Kentucky teaching certificate upon providing proof that he has met the academic and testing requirements necessary for issuance of a certificate, and has completed the following:

1. Mason shall submit current written proof to the Board that he has complied with a comprehensive alcohol/substance abuse assessment by a licensed or certified chemical dependency counselor, as approved by the Board, and is compliant with all treatment recommendations. Mason shall pay any expense incurred.

Additionally, Mason shall submit written proof to the Board that he has completed six (6) hours of educator ethics training, as approved by the Board by September 1, 2019. Mason shall pay any expense incurred.

Any and all certificates issued to Mason shall be subject to a five (5) year probationary period with the following conditions:

1. Mason shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. A violation is not considered a minor traffic violation if it is a violation for which jail time may be imposed. If Mason is convicted of, or enters a guilty or no contest plea, to any criminal charge other than minor traffic violations, he shall submit this information to the

Board, in writing, within thirty (30) days. Failure to comply with this condition will result in Mason's certificate being automatically suspended pending Board review and disposition.

2. Mason shall have no disciplinary action involving use of alcohol or any illegal substance by any school district in which he is employed. If Mason fails to satisfy this condition, any and all certificates issued to him shall be suspended pending Board review and disposition.

"Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a termination, suspension or public reprimand shall be considered a violation of this condition.

3. Mason shall submit written proof of sobriety and compliance with any recommendations made by the treatment provider to the Board within three (3) months of the initial evaluation. Additionally, Mason shall provide updates every three (3) months showing sobriety and compliance with treatment recommendations until he completes all recommendations. Any expense required to satisfy this condition shall be paid by Mason. Failure to comply with this condition will result in Mason's certificate being automatically suspended pending Board review and disposition.
4. Mason shall submit a copy of his federal background check by July 1st of each year. Any expense required to satisfy this condition shall be paid by Mason. Failure to comply with this condition will result in Mason's certificate being automatically suspended pending Board review and disposition.

Vote: *Unanimous*

1405295 Lana Horn

Accept Agreed Order suspending certificate number

000020878 for forty-five (45) days.

Horn is not currently employed in a position that requires Kentucky teacher certification and does not intend to come back to an educator position. However, should she choose to, prior to beginning a position that requires certification:

1. Horn shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Horn requires continued treatment as recommended by the counselor, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from her treatments. Any expense shall be paid for by Horn.
2. Horn shall provide written proof to the Board that she has taken twelve (12) hours of professional development/training on the topic of the Professional Code of Ethics for Kentucky School Certified Personnel as approved by the Board. Any expense for this professional development/training shall be paid for by Horn.

If Horn should accept a position that requires Kentucky Teacher certification, Certificate 000020878 shall be under a two (2) year probationary period starting from the date she begins her employment and shall be subject to the following condition:

1. In accordance with KRS 161.175, Horn shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Horn.

2. During the probationary period, Horn shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky.

“Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

Failure to uphold these conditions will result in Certificate 000020878 being administratively suspended pending further Board review and disposition.

Horn is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1312877 John Brown

Accept Agreed Order stating Brown shall submit a copy of his current criminal record, as prepared by the Administrative Office of the Courts, with any application for renewal of his certification(s) and/or for additional certification(s). Any expense required to satisfy this condition shall be paid by Brown. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Brown or on his behalf.

Brown is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1502106 Jeffrey Robbins

Accept Agreed Order admonishing Robbins for his lack of professional judgment in interactions with students. Exchanging personal messages and sharing tobacco products with students is inappropriate no matter the intent. As an education professional, it is Robbin’s responsibility to set and maintain appropriate boundaries with all students. He must be ever vigilant to treat all students with fairness and equity careful never to single out a particular student for special treatment and/or friendship.

Certificate Number 201110831 is suspended from June 3, 2019 through August 11, 2019.

Robbins has submitted nine (9) hours of professional development training in regards to positive behaviors in the school.

Robbins has submitted written proof of completion of two (2) hours of HR training that covered sexual harassment and appropriate student-teacher boundaries.

Robbins has submitted written proof of completion of one and a half (1.5) hours of student trauma, care, and prevention.

Robbins has submitted proof of completion of vaping 101 as a substitute for Tobacco awareness training.

Upon reinstatement, Certificate Number 201110831 and any future endorsements or new areas of certification, shall be subject to the following five (5) year probationary conditions:

1. Robbins shall not receive any disciplinary action from any school district in which he is employed.

“Disciplinary action” is defined as any termination, suspension or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a suspension, termination, or public reprimand shall be considered a violation of this condition.

2. Robbins shall continue to meet with his mentor for guidance as necessary.

If Robbins fails to complete the terms of his probation, his certificate shall be suspended pending further review of the Board.

Robbins is aware that, should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18111373 Travis Cox

Accept Agreed Order retroactively suspending Certificate Number 201149734 for a period of five (5) days, from October 31, 2018 through November 5, 2018.

Cox is admonished for exercising poor professional judgment. The Board reminds Cox of his ethical duty to take reasonable measures to protect the health, safety and emotional well-being of his students. The Board will not tolerate any further incidents of misconduct from Cox.

Certificate Number 201149734, including any and all endorsements, is hereby subject to the following probationary conditions for a period of three (3) years:

1. On or before October 1, 2019, Cox shall provide written proof to the Board that he has completed a course on educator ethics training with an emphasis on student teacher boundaries, as approved by the Board. Cox shall pay any expense incurred. If Cox fails to satisfy this condition, Certificate Number 201149734 shall be administratively suspended until such condition is satisfied.
2. During the probationary period, Cox shall not receive any disciplinary action for breach of student/educator boundaries from any school district he is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Cox fails to satisfy this condition, Certificate Number 201149734 shall be automatically suspended pending review and disposition by the Board.

Cox is aware that should he violate KRS 161.120, either during or following this probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1804665 Forrest Clay

Accept Agreed Order admonishing Clay for exercising poor classroom management and for using physical force on a student. The Board reminds Clay that he has a duty to protect the health and safety of students and to set a positive example for his students. The Board will not tolerate any further incidents of misconduct from Clay.

1. Clay shall provide written proof to the Board by October 1, 2019 that he has completed professional development or training on classroom management/de-escalation techniques, as approved by the Board. Clay shall pay any expense incurred. If Clay fails to provide written proof by June 1, 2019, Certificate Number 201207465 shall be administratively suspended until proof is provided to the Board.

Clay is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18111377 Tonya Austin

Accept Agreed Order suspending Certificate Number 199602110 for forty-five (45) days from June 10, 2019 to July 25, 2019.

Austin has provided written proof from a licensed CSW therapist that she has completed mental health and substance abuse assessments and is fit for duty.

Certificate Number 199602110, including any and all endorsements, is hereby subject to the following probationary condition for a period of two (2) years:

1. Austin shall not fail or refuse any drug screening or receive any disciplinary action from any school district in which she is employed. "Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Austin fails to satisfy this condition, Certificate Number 199602110 shall be

automatically suspended pending review and disposition by the Board.

Austin is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1804639 Julester Bennett

Accept Agreed Order admonishing Bennett for exercising poor professional judgment. The Board reminds Bennett of her ethical duty to take reasonable measures to protect the health, safety and emotional well-being of her students. The Board will not tolerate any further incidents of misconduct from Bennett.

Bennett has provided written proof to the Board that she successfully completed a course on educator ethics and a course in diversity training.

Bennett is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1505265 Julie Age

Accept Agreed Order stating Age voluntarily, knowingly, and intelligently surrenders Certificate Number 201127045, and agrees not to apply for, nor be issued, a teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Age shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd, Fifth Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1408526 Josiah Roberts

Accept Agreed Order admonishing Roberts for failing to appropriately manage his classroom. An educator has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. When an educator fails to maintain appropriate behavior in his classroom, students are at risk of harm.

Roberts' certificate is currently expired and he has no intention of returning to the classroom. However, prior to accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Roberts shall submit written proof to the Board that he has completed twelve (12) hours of professional development training in the areas of classroom management and educator ethics, as approved by the Board. Any expense required for said training shall be paid by Roberts.

Further, upon accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Robert's teaching certificate shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. During the probationary period, Roberts shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky.

"Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal/ or arbitration process. If Roberts fails to satisfy this condition, any certificate issued to Roberts shall be automatically suspended pending further board review and disposition.

Roberts is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1405291 Tonya Barnard

Accept Agreed Order stating Certificate Number 200229094 is expired. Barnard agrees to neither apply for nor be issued any teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Barnard or on her behalf shall be denied.

Vote: *Unanimous*

18101277 Leroy Smith

Accept Agreed Order admonishing Smith for the use of

physical force on a student. The Board reminds Smith that he has a duty to protect the health and safety of students and to set a positive example for his students. The Board will not tolerate any further incidents of misconduct from Smith.

Smith shall provide written proof to the Board by August 1, 2019 that he has completed three (3) hours of professional development or training on de-escalation techniques, as approved by the Board. Smith shall pay any expense incurred. If Smith fails to provide proof of completion, his certification shall be suspended pending further review of the Board.

Additionally, Smith's teaching certificate shall be on a probationary period of two (2) years with the following conditions:

1. Smith shall receive no disciplinary action from any school district in which he is employed during the probationary period.

"Disciplinary action" is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a termination, suspension, or public reprimand shall be considered a violation of this condition.

If Smith fails to satisfy this condition, Certificate Number 201202287 shall be administratively suspended pending Board review and disposition.

Smith is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

0706106 Pamela Puryear

Accept Agreed Order suspending Certificate Number 199900554 from June 6, 2019 to July 31, 2019.

Prior to reinstatement, Puryear shall submit written proof of completion to the Board of twelve (12) hours of ethics training and at least one course on appropriate fiscal management of schools funds. Any expense required for training shall be paid by Puryear.

Puryear shall submit a state and federal background check to the Board with each renewal application.

Upon reinstatement, certificate number 199900554, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of five (5) year probation from the date of issuance:

1. Puryear shall receive no further disciplinary action by any school district nor any criminal convictions in the United States.

“Disciplinary action” is defined as any public reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a suspension, termination, or public reprimand shall be considered a violation of this condition.

By entering into this Agreed Order, Puryear agrees that should she fail to satisfy any of these conditions during the probationary period, certificate number 199900554 shall be automatically suspended pending Board review and disposition.

Vote: *Unanimous*

1405262 Bruce Allen

Accept Agreed Order retroactively suspending Allen’s certificate for suspended five (5) days from October 17, 2013 to October 24, 2013.

Allen is admonished for lack of professional judgment in regards to laptop storage. Allen is reminded that he shall strive to uphold the responsibilities of the education profession.

Allen has provided proof of completion for eighteen (18) hours of professional development training in technology management.

Allen is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

17121657 Christopher Adams

Accept Agreed Order suspending Certificate Number 201133436 beginning June 5, 2019 until August 4, 2019.

Adams is admonished for inappropriate (non-sexual) physical contact with a student. The Board reminds Adams that as a certified educator in the Commonwealth of Kentucky, he has a duty to take reasonable measure to protect the health, safety, and emotional well-being of students. The Board will not tolerate any other incidents of misconduct by Adams.

Adams shall provide written proof to the Board that he has completed twelve (12) hours of professional development training focusing on anger management and classroom management: addressing challenging behaviors by September 1, 2019. Any expense involved in meeting this requirement shall be paid by Adams. If Adams to satisfy this condition, Certificate Number 201133436 shall be automatically suspended until the condition is met.

Furthermore, upon acceptance of a certified position, Certificate Number 201133436 shall be on a two (2) year probation with the following condition:

1. During the probationary period, Adams shall not receive any disciplinary action. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal or arbitration process. If Adams fails to satisfy this condition, Certificate Number 201133436 shall be automatically suspended pending further investigation by the Board.

Adams is aware that should he violate KRS 161.120 the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1705912 Brian Ward

Accept Agreed Order suspending Certificate Number 199603212 for sixty (60) days beginning May 31, 2019 to July 31, 2019.

Ward is admonished for conduct unbecoming a teacher, specifically for inappropriate messages to a minor student. The Board reminds Ward that as a certified educator in the Commonwealth of Kentucky, he has a duty to uphold the Professional Code of Ethics in the future. The Board will not tolerate any other incidents of misconduct by Ward.

In addition to any educational requirements, reinstatement of a certificate to Ward is expressly conditioned upon Ward providing written evidence that he has complied with the following:

1. Ward shall provide written proof to the Board that he has successfully completed seven (7) hours of training on the Professional Code of Ethics for Kentucky Certified School Personnel, as approved by the Board. Any expense incurred for said training shall be paid by Ward;
2. Ward has submitted proof of five (5) hours of Professional development training on Educator Ethics.
3. Ward shall submit written proof to the Board that he has successfully completed a professional development course/ training on student-educator boundaries, as approved by the Board. Any expense incurred for said training shall be paid by Ward;
4. Ward shall submit written proof to the Board that he has successfully completed a professional development course/ training on appropriate use of social media, as approved by the Board. Any expense incurred for said training shall be paid by Ward.

Furthermore, any and all certificates issued or reinstated to Ward by the Board shall be on a five (5) year probation and subject to the following probationary conditions:

1. During the probationary period, Ward shall not receive any disciplinary action related to student boundary issues from any school district in which he is employed.

“Disciplinary action” is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process.

If Ward fails to satisfy this condition, Certificate Number 199603212, or any other Certificate issues to Ward shall be automatically suspended pending the Board’s action.

Ward is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

190145 Savanna Jo Porter

Accept Agreed Order stating Porter voluntarily, knowingly, and intelligently surrenders Certificate Number 201203650, and agrees not to apply for, nor be issued, a teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Porter shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd, Fifth Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

1412841 Sandra Lamb

Accept Agreed Order suspending certificate number 199701261 for a period of six (6) months.

Lamb has not been in the classroom since 2015 and has no immediate plans to return to the education profession. However, prior to accepting a certified position in the Commonwealth, Lamb shall:

1. Submit written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Lamb.
2. Undergo a substance abuse assessment by a Board approved provider and comply with any treatment recommendations. She shall submit written proof to the Board that she has completed the assessment. Any expense required for said assessment and follow-up shall be paid for by Lamb.

Further, Lamb's teaching certificate shall be on probation for a period of five (5) years and subject to the following probationary conditions:

1. If the substance abuse assessment resulted in any recommendations, Lamb shall submit proof of compliance with the recommendations within thirty (30) days of the initial assessment and every three (3) months thereafter until successful completion.
2. During the probationary period, Lamb shall not receive any disciplinary action from any school in the Commonwealth.

"Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested by either tribunal or arbitration process.

If Lamb fails to satisfy any of the above conditions, certificate number 199701261 shall be automatically suspended and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1805807 Adam Sparks

Accept Agreed Order admonishing for falsifying documents to obtain certification in another district. Honesty and integrity in the application process are key to both the Board's mission and Sparks's ethical obligations. Attempting to circumvent this requirement shows both disrespect for the profession, and an ethical failure on

Sparks's part. The Board will not tolerate further dishonest behavior from Sparks.

Sparks is not currently employed in the field of education in the Commonwealth of Kentucky. Prior to accepting a position that requires Kentucky certification, Sparks shall provide written proof to the Board that he has taken a course of training/professional development on the topic of the Professional Code of Ethics for Kentucky School Certified Personnel. Any cost for said training shall be paid for by Sparks. Failure to provide said proof prior to taking a position requiring certification will result in Certificate Number 201128873 being administratively suspended until such time as Sparks provides the proof.

Upon accepting a position requiring Kentucky certification, any and all Kentucky certificates granted to Sparks shall be placed under a permanent probation. During the term of this probation, Sparks shall not make or cause to be made any false or misleading statement or conceal any material fact in obtaining issuance or renewal of any certificate, nor shall he knowingly falsify or misrepresent records of facts relating to his own qualifications or those of other professionals. Failure to comply with this condition will result in any certificate issued to Sparks being automatically suspended pending Board review and disposition.

Sparks is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

18101271 Rekkai Steed

Accept Agreed Order admonishing Steed for allowing a guest speaker to improperly distribute prescription drugs to students. An educator has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. Distributing a prescription medication or allowing one to be distributed to students without the permission of parents or the administration shows poor judgment and a lack of proper concern for students' well-being.

Steed is further admonished for creating a club at school without prior authorization and taking students out of class without the permission of parents or the administration. Maximizing students' instructional time at school is

paramount to the education program working as intended. Depriving students of that instructional time for an unapproved activity is potentially harmful to the students' education, and disrespectful to the time and efforts of Steed's colleagues.

Certificate Number 200210320 is retroactively suspended for the period of July 1, 2018 to January 1, 2019, a period of five (5) months.

On or before April 1, 2020 Steed shall provide proof to the Board that he has taken a course of training/professional development on the subject of the Professional Code of Ethics for Kentucky School Certified Personnel. Any expense for this training shall be paid for by Steed. Failure to provide the proof by April 1, 2020 will result in Certificate Number 200210320 being administratively suspended until such time as Steed provides the proof.

Steed is not currently employed in the classroom. If Steed accepts a new position requiring Kentucky certification, Certificate Number 200210320 will be under a three (3) year probation starting the first day of his employment and subject to the following probationary condition:

Steed shall not receive any disciplinary action for violating the Professional Code of Ethics for Kentucky Certified School Personnel from any school district in which he is employed. If Steed fails to satisfy this condition, Certificate Number 200210320 shall be automatically suspended for a period of thirty (30) days and subject to additional sanctions by the Board pursuant to KRS 161.120.

“Disciplinary action” is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Steed agrees to amend the disciplinary action through arbitration, the new disciplinary action if a termination, suspension, or public reprimand shall be considered a violation of this condition.

Steed is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1804611 Melissa Edens

Accept Agreed Order stating Certificate Number 200003488 is revoked. For a period of three (3) years from the date the Board signs this Order, Edens shall neither apply for nor be issued a teaching or administrative certificate in the Commonwealth of Kentucky. Upon acceptance of this agreement by the Board, Edens shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd., 5th Floor, Frankfort, Kentucky 40601.

Edens has provided written proof that she has undergone a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board.

In addition to the standard requirements of the application process, before Edens shall be reissued any certificate after the three (3) year period, she must comply with the following:

Prior to being issued a certificate, Edens shall submit written proof to the Board, from a licensed/certified psychiatrist or mental health professional, as approved by the Board, that she has complied with a comprehensive evaluation and is fit to return to the classroom, presents as capable of performing her duties as an educator, and is compliant with all treatment recommendations. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Edens shall provide to the Board quarterly written progress reports to begin three (3) months after submission of the initial evaluation to the Board, until the evaluating psychiatrist or mental health professional releases Edens from treatment. Edens shall pay any expense incurred. Failure to provide this proof prior to applying for a certificate shall result in any application by Edens being automatically denied until such proof is provided.

Prior to being issued a certificate, Edens shall submit written proof to the Board that she has taken a course of training/professional development on the subject of the Professional Code of Ethics for Kentucky School Certified Personnel. Any cost for said training shall be paid by Edens.

Failure to provide proof of this training prior to applying for a certificate shall result in any application by Edens being automatically denied until such proof is provided.

Any new certificates issued to Edens shall be subject to the following permanent probationary conditions:

Edens shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Edens is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled substance or alcohol, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will result in any certificate issued to Edens being permanently revoked.

Edens shall receive no disciplinary action involving any controlled substance or alcohol. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. Failure to comply with this condition will result in any certificate issued to Edens being permanently revoked.

Vote: *Unanimous*

18111371 Bryan Flachbart

Accept Agreed Order admonishing Flachbart for conduct unbecoming a teacher and inappropriate use of technology. As an administrator, Flachbart has a duty to his profession and his colleagues to provide an appropriate work environment. The Board reminds Flachbart that, as an educator, he must exemplify behaviors which maintain the dignity and integrity of the profession. The Board will not tolerate any further incidents of misconduct by Flachbart.

Certificate Number 200501572 is retroactively suspended for the period of October 4, 2018 through October 12, 2018.

On or before April 1, 2020, Flachbart shall submit written proof to the board that he has taken a course of training/professional development on the subject of sexual harassment in the workforce as approved by the Board. Any cost for said training shall be paid for by Flachbart. Failure to provide proof prior to April 1, 2020 shall result in

Certificate Number 200501572 being administratively suspended until such time as Flachbart provides the proof.

On or before April 1, 2020, Flachbart shall submit written proof to the board that he has taken a course of training/professional development on the subject of the Professional Code of Ethics for Kentucky School Certified Personnel as approved by the Board. Any cost for said training shall be paid for by Flachbart. Failure to provide proof prior to April 1, 2020 shall result in Certificate Number 200501572 being administratively suspended until such time as Flachbart provides the proof.

Flachbart is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

CF 1932 Jeryll Knight

Accept Agreed Order stating Knight shall be issued a Kentucky teaching certificate upon providing proof that he has met the academic and testing requirements necessary for issuance of a certificate and also provided proof of the following:

Knight shall provide written proof that he has completed a course of training or professional development on the topic of the Professional Code of Ethics for Kentucky School Certified Personnel. Any cost for said training shall be paid for by Knight. Failure to provide said proof will result in any applications by Knight until such proof is provided.

Knight shall provide written proof that he has undergone a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Knight shall also submit written proof to the Board that he has successfully completed any and all treatment recommendations proposed by the counselor and is competent to fulfill his duties as a certified educator. Any expense for the assessment, treatment, and/or written reports shall be paid by Knight. Failure to provide said proof will result in any applications by Knight being denied until such proof is provided.

Knight shall provide written proof that he has complied with all conditions of probation as required in Warren circuit

court case 12-CR-00372. Failure to provide said proof will result in any applications by Knight being denied until such proof is provided.

Any and all certificates issued to Knight shall be subject to a permanent probationary period with the following condition:

1. Knight shall not be convicted of nor enter a guilty or no contest plea to any felony or misdemeanor charges. If Knight is convicted of, or enters a guilty or no contest plea, to any felony or misdemeanor charges, he shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will result in Knight's certificate being automatically suspended pending Board review and disposition.
2. For the first five (5) years of the probationary period, Knight shall submit a copy of his current criminal record, as prepared by the Administrative Office of the Courts, with any application for renewal of his certification(s) and/or for additional certification(s). Any expense required to satisfy this condition shall be paid by Knight. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Knight or on his behalf.

Knight is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1506397 Stacey Higgs

Accept Agreed Order stating on or before February 1, 2020, Higgs shall provide written proof to the Board that she has completed three (3) hours of training/professional development on the subject of classroom management. Any cost associated with said training shall be paid for by Higgs. If Higgs fails to provide the required proof by February 1, 2020, Certificate Number 200102888 shall be administratively suspended until such time as Higgs provides the proof.

Higgs is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

CF 1985 Johnna Connelley

Accept Agreed Order stating Connelley shall be issued a Kentucky teaching certificate upon providing proof that she has met the academic and testing requirements necessary for issuance of a certificate and also provided proof of the following:

Connelley shall provide written proof that she has completed a course of training or professional development on the topic of the Professional Code of Ethics for Kentucky School Certified Personnel. Any cost for said training shall be paid for by Connelley. Failure to provide said proof will result in any applications by Connelley until such proof is provided.

Connelley shall provide written proof that she has undergone a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Connelley shall also submit written proof to the Board that she has successfully completed any and all treatment recommendations proposed by the counselor and is competent to fulfill his duties as a certified educator. Any expense for the assessment, treatment, and/or written reports shall be paid by Connelley. Failure to provide said proof will result in any applications by Connelley being denied until such proof is provided.

Any and all certificates issued to Connelley shall be subject to a permanent probationary period with the following condition:

1. Connelley shall not be convicted of nor enter a guilty or no contest plea to any felony or misdemeanor charges involved controlled substances and/or alcohol. If Connelley is convicted of, or enters a guilty or no contest plea, to any felony or misdemeanor charges related to controlled substances and/or alcohol, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will result in Connelley's certificate being automatically suspended pending Board review and disposition.
2. Connelley shall submit with any application for renewal of her certification(s) and/or for additional certification(s) a

clean drug screen as performed by a provider approved by the Board. Any expense required to satisfy this condition shall be paid by Connelley. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Connelley or on her behalf.

Connelley is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1804675 Nicholas Jones

Accept Agreed Order stating on or before February 1, 2020, Jones shall provide written proof to the Board from a duly licensed or certified psychiatrist or mental health professional, as approved by the Board, that he has complied with a mental health assessment, and is fit to return to the classroom, presents as capable of performing his duties as an educator, is not a danger to himself or others, and is compliant with all treatment recommendations. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Jones shall provide to the Board quarterly written progress reports to begin three (3) months after submission of the initial evaluation to the Board, until the evaluating psychiatrist or mental health professional releases Jones from treatment. Jones shall pay any expense incurred. Should Jones fail to provide proof that he has met this condition, Certificate Number 201168745 shall be automatically suspended for a period of thirty (30) days and shall remain suspended until Jones completes the requirements and provides the appropriate written proof to the Board.

On or before February 1, 2020, Jones shall provide written proof to the Board that he has completed a course of training/professional development on the subject of Professionalism. Any cost for said training shall be paid for by Jones. Failure to provide the written proof by February 1, 2020 will result in Certificate Number 201168745 being administratively suspended until such time as Jones provides the proof.

Jones is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1803219 Mary Suzanne Pick

Accept Agreed Order stating Pick is currently retired and has no immediate intention of returning to the classroom. Upon acceptance of this agreement by the Board, Pick shall not participate in state testing until she provides written proof to the Board that she has completed Administration Code training. If Pick fails to satisfy this condition, Certificate Number 200173203 shall be administratively suspended until she provides the appropriate written proof to the Board. Pick is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1703535 Chelsea Vallandingham

Accept Agreed Order stating Vallandingham is not currently employed in the education field, and has no immediate plans to return to the education profession. However, prior to accepting a certified position in Kentucky, Vallandingham shall provide written proof to the Board that she has completed Professionalism training, as approved by the Board. Vallandingham shall pay any expense incurred. If Vallandingham fails to satisfy this condition prior to accepting certified employment, Certificate Number 201115086 shall be administratively suspended until such condition is satisfied. Vallandingham is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1611923 Jodi Anderson

Accept Agreed Order stating Certificate Number 000069267 shall be revoked for a period of three (3) years to begin on September 23, 2016. Anderson shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board.

In addition to any testing and/or educational requirements necessary for issuance at the time, reissuance of Certificate

Number 000069267 shall be conditioned on successful completion of the following conditions:

1. Anderson shall provide written proof to the Board from a licensed or certified psychiatrist or mental health professional, as approved by the Board, that she has complied with a comprehensive evaluation, and is fit to return to the classroom, presents as capable of performing her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. Anderson shall pay any expense incurred.
2. Anderson shall provide written proof to the Board that she has completed at least six (6) hours of classroom and/or behavior management training, as approved by the Board. Anderson shall pay any expense incurred.
3. Anderson shall provide written proof to the Board that she has completed at least six (6) hours of educator ethics training, as approved by the Board. Anderson shall pay any expense incurred.

Upon reissuance, Certificate Number 000069267 shall be subject to the following conditions for a period of three (3) years:

1. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Anderson shall provide the Board with semiannual written progress reports due on January 1st and July 1st, until she is released from treatment or the probationary period ends, whichever occurs first. Anderson shall pay any expense incurred. If Anderson fails to satisfy this condition, Certificate Number 000069267 shall be administratively suspended until such condition is satisfied.
2. Anderson shall not teach in a self-contained special education classroom. By September 1st of each year that Anderson is employed in a certified position, she shall have her principal or other knowledgeable supervisor provide the Board with a letter certifying that she is complying with this condition. If Anderson fails to satisfy this condition, Certificate

Number 000069267 shall be administratively suspended until such condition is satisfied.

3. Anderson shall not be certified in Safe Crisis Management (SCM) or any other physical restraint program. By September 1st of each year that Anderson is employed in a certified position, she shall have her principal or other knowledgeable supervisor provide the Board with a letter certifying that she is complying with this condition. If Anderson fails to satisfy this condition, Certificate Number 000069267 shall be administratively suspended until such condition is satisfied.
4. Anderson shall not receive any disciplinary action from any school district in which she is employed. If Anderson fails to satisfy this condition, Certificate Number 000069267 shall be administratively suspended pending Board review and disposition.

“Disciplinary action” is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process, including any appeal therefrom. If the tribunal amends the disciplinary action or if Respondent agrees to amend the disciplinary action through arbitration, the new disciplinary action if a termination, suspension, or public reprimand shall be considered a violation of this condition.

Anderson is aware that should she violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

Recommended Order

Case Name

CF 17158 Joseph Wells

Decision

Accept the hearing officer’s Findings of Fact, Conclusions of Law and Recommended Order dismissing the appeal of the Petitioner, Joseph Wells, and affirming the Board’s denial of the Petitioner’s application for an Emergency Substitute Teacher Certification.

Vote: *Unanimous*

1206361 Joseph Nelson

Accept the hearing officer's Findings of Fact. Modify the hearing officer's Conclusions of Law in paragraph 15 to read: "There is, however, sufficient and credible evidence as reflected by Exhibits D and D-1, to sustain the allegations set forth in Count 2 of the Notice. The violation is serious and in the absence of any credible evidence from Mr. Nelson that he had been inadvertently exposed to marijuana, the offense was clearly intentional. Therefore, the Hearing Officer recommends that the Board determine that Mr. Nelson violated the provisions of KRS 161.120(1)(m) and 16 KAR 1:020, Section 1(3)(c)(1)." Modify the hearing officer's Recommended Order in paragraph 3 to state: "That the Board SUSPEND Mr. Nelson's certificate, Certificate No. 000029537, for FORTY-FIVE (45) DAYS. Mr. Nelson shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period." Add paragraph 6: "Upon issuance, Respondent's certificate shall be on probation for two (2) years. During the probationary period, Respondent shall be subject to random drug testing, to be administered by a provider approved by the Board, and shall receive no drug test that is positive for any illegal substance or that is in excess of therapeutic levels generally accepted in the medical community. Respondent shall pay any expense incurred. Failure to comply with this condition will result in Respondent's certificate being automatically suspended pending Board review and disposition."

Vote: *Unanimous*

Motion to Reconsider

Case Name

040326 Joseph Francis

Decision

Deny the Respondent's Motion for Reconsideration for failure to state exceptional circumstances that would justify the modification of the original Agreed Order.

Vote: *Unanimous (Mr. Graham recused)*

Motion made by Mr. Graham seconded by Mr. Morgan to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 11:56 a.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Board Approval for KEA/NEA Online Trainings/Micro Credentials

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the online trainings/micro credentials.

Rationale:

Staff has reviewed the trainings and has found that the courses will address the needs of educators referred for specific training. Having additional online courses that require evidence of an educator's skills and abilities before successful completion of the course will provide more intensive options and will assist educators in completing training in a timely manner. In addition, having more than a dozen courses designed for educators of English Language Learners and Exceptional Learners will allow for more specific options to address issues specific to those populations.

Action Question:

Should the EPSB approve the online courses/micro credentials as training for individuals with cases before the Board?

Applicable Regulation:

KRS 161.028, KRS 161.120, 16 KAR 1:020, 16 KAR 1:030

History/Background:

Existing Policy: Pursuant to KRS 161.120(1), the EPSB may impose probationary or supervisory conditions upon any certificate issued by the EPSB. The EPSB has used this authority to require educators to attend specific training to address the alleged misconduct and prevent further incidents. The EPSB's *Procedures Relating to Action on an Educator's Certification*, includes a Deferral for Training option that allows an educator the opportunity to complete a recommended training and submit written proof to the EPSB for a dismissal of his/her case.

Summary: The Kentucky Education Association (KEA) in collaboration with the National Education Association (NEA) is requesting approval for twenty-six online trainings/micro credentials. The online courses are conducted on a national platform surrounding micro-credentialing, which is a method for an individual educator to show evidence of their skills and abilities as opposed to "seat time" in traditional professional learning.

Enclosed under separate cover is a detailed description and outline for each of the courses, as well as information on the course developers.

Budget Impact: There is no budgetary impact.

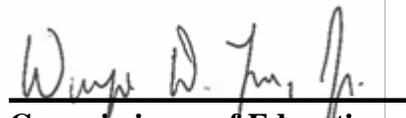
Contact Person:

Chelsea Young, Deputy General Counsel

Office of Legal Services

(502) 564-4606

Email: chelsea.young@education.ky.gov



Wayne D. Thomas, Jr.
Commissioner of Education

Date:

June 17, 2019

Assessment Literacy

1. Classroom Embedded Performance Assessment
2. Descriptive Feedback for Student Learning
3. Eliciting Accurate Evidence of Student Learning
4. Formative Assessment in the Teaching and Learning Cycle
5. Foundational Principles of Quality Assessment
6. Learning Targets to Establish Success Criteria and Engage Students

English Language Learners (ELL)

1. Advocating for ELL Students and their Families at the School Level
2. Advocating for ELL Friendly Local, State and Federal Policies
3. Analyzing Assessments to Support ELL Learning
4. Understanding Academic Language
5. Understanding Second Language Acquisition (SLA) Stages
6. Using ELL Strategies in the Classroom
7. Using Formative Assessments to Support ELL Learning
8. Using Standards to Plan for ELL Students

Exceptional Learner

1. IEP Implementation: Communication and Collaboration
2. Understanding the IEP Process
3. Functional Behavior Assessment and Intervention Plans
4. IDEA: Determining Eligibility
5. Working with Students with Autism Spectrum Disorder
6. Introduction to Universal Design and Learning

Technology

1. Technology Integration: Citizen
2. Technology Integration: Collaborator
3. Technology Integration: Designer
4. Technology Integration: Facilitator
5. Technology Integration: Leader
6. Technology Integration: Learner

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Asbury University Proficiency Plan Approval: Elementary P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades 8-12: Biology, Chemistry, English, Math, and Social Studies; Grades P-12: Art, English as a Second Language (Restricted Certificate and Endorsement), French, Health, Integrated Music, Latin, Learning and Behavior Disorders, Literacy Specialist Endorsement, Physical Education, and Spanish (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Asbury University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Asbury University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to EPP leaders on January 30, 2019.

Summary: Asbury University is requesting approval for its proficiency evaluation plan for the following programs: Elementary P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades 8-12: Biology, Chemistry, English, Math, and Social Studies; Grades P-12: Art, English as a Second Language (Restricted Certificate and

Endorsement), French, Health, Integrated Music, Latin, Learning and Behavior Disorders, Literacy Specialist Endorsement, Physical Education, and Spanish (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which include:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020, as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program; description of how the exit requirements will be demonstrated, as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

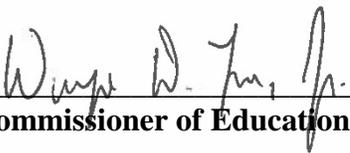
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Eastern Kentucky University Proficiency Plan Approval: IECE; P-5 Elementary, Elementary Math Specialist Endorsement; Middle School Grades 5-9: English, Math, Science, Social Studies; Grades 5-12: Agriculture, Business and Marketing, Engineering and Technology, Family and Consumer Science; P-12: Art, Communication Disorders, Environmental Education Endorsement, English as a Second Language Endorsement, French, Gifted Education Endorsement, Health, Hearing Impaired, Hearing Impaired with Sign Proficiency, Instructional Computer Technology Endorsement, Integrated Music, Learning and Behavior Disorders, Literacy Specialist Endorsement, Moderate and Severe Disabilities, Physical Education, School Media Librarian, Spanish, Theater; Grades 8-12: Biological Science, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies; Other School Professionals: Director of Pupil Personnel, Director of Special Education, School Principal, Superintendent, Supervisor of Instruction (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Eastern Kentucky University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Eastern Kentucky University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: Eastern Kentucky University is requesting approval for its proficiency

evaluation plan for the following programs: IECE; P-5 Elementary, Elementary Math Specialist Endorsement; Middle School Grades 5-9: English, Math, Science, Social Studies; Grades 5-12: Agriculture, Business and Marketing, Engineering and Technology, Family and Consumer Science; P-12: Art, Communication Disorders, Environmental Education Endorsement, English as a Second Language Endorsement, French, Gifted Education Endorsement, Health, Hearing Impaired, Hearing Impaired with Sign Proficiency, Instructional Computer Technology Endorsement, Integrated Music, Learning and Behavior Disorders, Literacy Specialist Endorsement, Moderate and Severe Disabilities, Physical Education, School Media Librarian, Spanish, Theater; Grades 8-12: Biological Science, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies; Other School Professionals: Director of Pupil Personnel, Director of Special Education, School Principal, Superintendent, Supervisor of Instruction (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which include:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

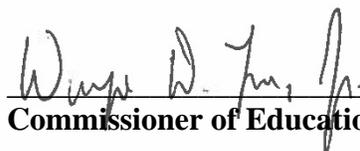
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Georgetown College Proficiency Plan Approval: Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades P-12: Art, French, German, Instrumental Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Spanish, Vocal Music; Grades 8-12: Biology, Chemistry, English, Math, Physics, and Social Studies (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Georgetown College's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Georgetown College?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30, 2019.

Summary: Georgetown College is requesting approval for its proficiency evaluation plan for the following programs: Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades P-12: Art, French, German, Instrumental Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Spanish, Vocal Music; Grades 8-12: Biology, Chemistry, English, Math, Physics, and Social Studies (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which include:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020, as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program; description of how the exit requirements will be demonstrated is included, as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

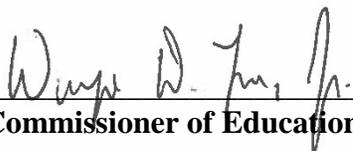
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Northern Kentucky University Proficiency Plan Approval: IECE; P-5 Elementary, Elementary Math Specialist Endorsement; Middle School Grades 5-9: English, Math, Science, Social Studies; P-12: Art, Environmental Education Endorsement, English as a Second Language Endorsement, French, German, Gifted Education Endorsement, Health, Instructional Computer Technology Endorsement, Integrated Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Physical Education, Reading Endorsement, Spanish; Grades 8-12: Biological Science, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies; Other School Professionals: School Counselor, School Principal, Supervisor of Instruction, Director of Pupil Personnel, School Superintendent (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Northern Kentucky University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Northern Kentucky University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: Northern Kentucky University is requesting approval for its proficiency evaluation plan for the following programs: IECE; P-5 Elementary, Elementary Math Specialist Endorsement; Middle School Grades 5-9: English, Math, Science, Social Studies; P-12: Art, Environmental Education Endorsement, English as a Second Language Endorsement, French, German, Gifted Education Endorsement, Health, Instructional Computer Technology Endorsement, Integrated Music, Learning and Behavior Disorders, Moderate and Severe Disabilities, Physical Education, Reading Endorsement, Spanish; Grades 8-12: Biological Science, Chemistry, Earth Science, English, Mathematics, Physics, Social Studies; Other School Professionals: School Counselor, School Principal, Supervisor of Instruction, Director of Pupil Personnel, School Superintendent (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which include:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020, as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included, as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

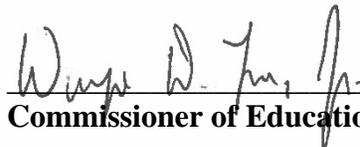
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Murray State University Proficiency Plan Approval: Agriculture, Art, Biology, Business and Marketing, Chemistry, Earth Science, Elementary, Engineering and Technology, English, English as a Second Language, Family and Consumer Science, French, German, Health, IECE, Integrated Music, Japanese, Learning Behavior Disorders, Library Media, Mathematics, Middle School (Math, Social Studies, Science, English/Language Arts), Moderate to Severe Disabilities, Physics, Physical Education, Communication Disorders, Social Studies, Spanish, School Principal Level I and II, Director of Pupil Personnel Level I and II, Supervisor of Instruction Level I and II, Director of Special Education Level I and II, Superintendent, School Counselor Provisional and Standard, School Psychologist, and Individual Intellectual Assessment Endorsement (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Murray State University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Murray State University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship, created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: Murray State University is requesting approval for its proficiency evaluation

plan for the following programs: Agriculture, Art, Biology, Business and Marketing, Chemistry, Earth Science, Elementary, Engineering and Technology, English, English as a Second Language, Family and Consumer Science, French, German, Health, IECE, Integrated Music, Japanese, Learning Behavior Disorders, Library Media, Mathematics, Middle School (Math, Social Studies, Science, English/Language Arts), Moderate to Severe Disabilities, Physics, Physical Education, Communication Disorders, Social Studies, Spanish, School Principal Level I and II, Director of Pupil Personnel Level I and II, Supervisor of Instruction Level I and II, Director of Special Education Level I and II, Superintendent, School Counselor Provisional and Standard, School Psychologist, and Individual Intellectual Assessment Endorsement (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which includes:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

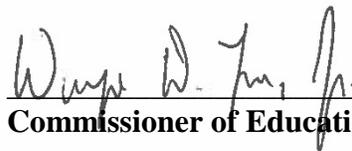
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

University of the Cumberlands Proficiency Plan Approval: Elementary P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades P-12: Art, Integrated Music, Physical Education, Health, Learning and Behavior Disorders; Grades 5-12: Business and Marketing; Grades 8-12: Biology, Chemistry, English, Math, Physics, and Social Studies (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve University of the Cumberlands' submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by University of the Cumberlands?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010; 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship, created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: University of the Cumberlands is requesting approval for its proficiency evaluation plan for the following programs: Elementary P-5; Middle School Grades 5-9: English, Math, Science, and Social Studies; Grades P-12: Art, Integrated Music, Physical Education, Health, Learning and Behavior Disorders; Grades 5-12: Business and Marketing; Grades 8-12: Biology, Chemistry, English, Math, Physics, and Social Studies

(Certification Only).

The submitted proficiency plan adequately addresses the components of the application which include:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description of how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020, as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program; a description of how the exit requirements will be demonstrated is included, as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

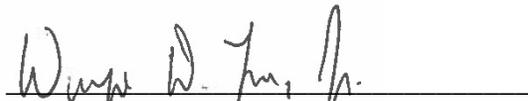
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and find it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Western Kentucky University Proficiency Plan Approval: Biological Science, Chemistry, Chinese, English, IECE, LBD, Math, Middle School (English, Math, Science, Social Studies), PE, Physics, Social Studies, Spanish, German, French, ESL Endorsement, Gifted Endorsement, ICT Endorsement, MSD, Reading Endorsement, CTE Principal, Director of Pupil Personnel, Director of Special Education, School Principal, School Superintendent, Supervisor of Instruction (Certification Only)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Western Kentucky University's submitted proficiency plan.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation proficiency plan submitted by Western Kentucky University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 5:030

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require that educators and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation. The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. 16 KAR 5:030 provides an alternate means for recognizing competency and proficiency other than academic credit. This regulation outlines the criteria for an educator preparation provider (EPP) to submit a plan for EPSB approval that sets forth the process by which the EPP will conduct proficiency evaluations. The regulation became effective in August 2018. The Guidelines for Approval of Proficiency Evaluation Plans were presented to the EPSB during its December 2018 meeting. The Division of Educator Preparation, Assessment and Internship, created an application form with instructions for submission of proficiency plans. Associate Commissioner Akers sent the guidelines and application to all the EPP leaders on January 30.

Summary: Western Kentucky University is requesting approval for its proficiency evaluation plan for the following programs: Biological Science, Chemistry, Chinese, English, IECE, LBD, Math, Middle School (English, Math, Science, Social Studies), PE, Physics, Social Studies, Spanish, German, French, ESL Endorsement, Gifted Endorsement,

ICT Endorsement, MSD, Reading Endorsement, CTE Principal, Director of Pupil Personnel, Director of Special Education, School Principal, School Superintendent, Supervisor of Instruction (Certification Only).

The submitted proficiency plan adequately addresses the components of the application which includes:

1. Identification of the programs for which it intends to have proficiency as a pathway to certification.
2. Description of the process to evaluate a candidate's proficiency, who is involved in the process, and the process used to measure the applicable performance-based standards.
3. Description how candidates will demonstrate meeting the admission criteria of 16 KAR 5:020 as applicable.
4. Identification of the requirements candidates must demonstrate before being exited from the program. A description of how the exit requirements will be demonstrated is included as well as the process by which the EPP will report candidates in the EPSB Admission/Exit System.
5. Inclusion of a Sample Employment Eligibility letter.

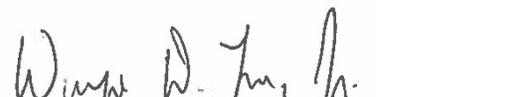
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff have reviewed the submitted documentation and finds it meets the requirements for approval.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
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Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Asbury University Program Approval: Superintendent (Traditional and Option 6)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Asbury University's submitted programs.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation programs submitted by Asbury University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:010, 16 KAR 3:090, 16 KAR 9:080

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs for Educator Preparation Providers. The Division of Educator Preparation, Assessment and Internship, the Content Area Program Review Committee, and the Program Review Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set forth by the EPSB.

Summary: Asbury University is requesting approval for a Superintendent certification program with both traditional and alternative routes. The proposed program identifies prerequisites for admission to the program, as well as the specific admission criteria outlined in the new regulation for advanced educational leaders. The program includes four courses focusing on district leadership, resource management, instructional planning for student learning, systems for change, and the roles and responsibilities of the superintendent. Each course includes a minimum of 15 hours of clinical experience with mentors. These professional experiences include job shadowing, presentations from practicing superintendents, and course-assigned projects that focus on school district data with solutions for growth. The program proposal demonstrates coursework and performance assessment alignment with the Professional Standards for Educational Leaders. The program assessments address five performance areas, including clinical practice, professional capabilities, data and research driven decision making, and candidate knowledge, skills and professional dispositions. The program will use the

educator preparation provider's Quality Assurance System for systematically collecting and evaluating candidate data as well as program performance.

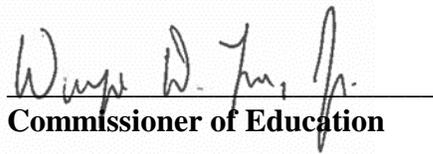
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff, Content Reviewers, and the Program Review Committee have reviewed the submitted documentation and find it meets the requirements for program approval. The Program Review Committee recommends program approval as required by Section 22 of 16 KAR 5:010.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Wayne D. Jones
Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Consent Item:

Murray State University Program Approval: Rank I in Communication Disorders (Traditional and Option 6)

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve Murray State University's submitted programs.

Rationale:

The proposed educator preparation programs follow the regulatory requirements for program approval as established by the EPSB.

Action Question:

Should the EPSB approve the educator preparation programs submitted by Murray State University?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 1:010, 16 KAR 2:010, 16 KAR 5:010, 16 KAR 9:080

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs for Educator Preparation Providers. The Division of Educator Preparation, Assessment and Internship, the Content Area Program Review Committee, and the Program Review Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. These program proposals meet all the requirements set forth by the EPSB.

Summary: Murray State University is requesting approval for an initial Communication Disorders with Rank I certification program with both traditional and alternative routes. The Speech-Language Pathology graduate degree and certification program in Communication Disorders supports the College's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky Performance Standards, College Dispositions and the candidates' own experiences, values, and beliefs about education. Program course work is designed to require planning, instruction, assessment and reflection at increasing levels of expertise. The curriculum and clinical experiences are aligned to the American Speech-Language-Hearing Association (ASHA) and Council for Exceptional Children (CEC) standards, as well as the Teacher Standards for Educator Preparation and Certification as identified in

regulation. Clinical experiences occur on campus at the Speech and Hearing Clinic, and in hospital and school settings. Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the applicable standards. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. Application to the graduate program is competitive and based upon academic qualifications and clinical skills as verified by letters of recommendation and other exemplars. Candidates seeking teacher certification must also meet the admission to teacher education requirements: attend an admission to teacher education orientation; submit passing scores on the CASE or GRE; have and maintain an overall GPA of 2.75 or greater on a 4.0 scale; have a B or higher in ENG 101, 102, 104 or 105, MAT 117 (or higher level math), COM 161 or HON 165 and CDI 480 or their equivalents; complete an interview with and receive the academic advisor's recommendation to continue the program; and agree to uphold the Professional Code of Ethics for Kentucky Certified School Personnel by signing the Declaration of Eligibility. To be recommended for initial certification and Rank I status in the traditional route program, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests. To be eligible for the Option 6 alternative route program, a candidate must have earned a master's degree in Speech Language Pathology with an overall GPA of 2.75, and passing scores on either the GRE or CASE; complete a Declaration of Eligibility; complete the Professional Dispositions and Skills Self-Assessment and an essay describing their knowledge and use of the 4 C's – collaboration, critical thinking, communication and creativity; and submit a current resume. A letter of eligibility is provided to candidates to be used to secure a Speech-Language Pathologist (SLP) position in a school district. Candidates have 3 years to complete the program. Coursework and Praxis II exams must be completed prior to the last year. Programs are delivered face to face and in hybrid format.

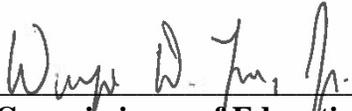
Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Office of Educator Licensure and Effectiveness staff, Content Reviewers, and the Program Review Committee have reviewed the submitted documentation and find it meets the requirements for program approval. The Program Review Committee recommends program approval as required by Section 22 of 16 KAR 5:010.

Contact Person:

Robin Hebert, Director
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: robin.hebert@education.ky.gov



Commissioner of Education

Date:
June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Continuing Education Option (CEO), Plan II Guidelines

Rationale:

The CEO Plan II Guidelines provide information for districts, groups of districts (such as educational cooperatives) and institutions of higher education to design and submit a CEO plan that aligns with the filed amendments to 16 KAR 8:030 and with the statutory amendments of KRS 161.095.

Applicable Statute or Regulation:

KRS 161.020, 161.028, 161.030, 161.095, 161.1211, 16 KAR 8:030

History/Background:

Existing Policy: KRS 161.1211 establishes the classifications of teachers. According to the statute, an educator may obtain Rank II by obtaining a Master's Degree or continuing education. Rank I is obtained by meeting the requirements of Rank II and having an additional 30 hours of college credit or continuing education. KRS 161.095 provides that the Education Professional Standards Board (EPSB) shall develop standards for continuing education including university courses, an advanced degree or a combination of field-based experiences, individual research, and approved professional development. 16 KAR 8:030 sets forth the current CEO for rank change. Amendments to 16 KAR 8:030 filed after the April 8, 2019 meeting of the EPSB, establish the CEO Plan II pathway to rank change.

Summary: The filed amendments to 16 KAR 8:030 created a second CEO pathway (Plan II) that will allow districts, groups of districts (such as educational cooperatives), and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a CEO Plan II program to the EPSB for approval. These programs would allow educators to achieve rank change and grow in their profession through field-based experience, research and approved professional development. CEO Plan II programs may be designed and administered by a district, groups of districts, or an institution of higher education. All Plan II programs must be submitted to and approved by the EPSB before they may be offered for rank change. Based upon the statutory and regulatory requirements, as well as input from diverse stakeholders, guidelines have been drafted for CEO Plan II, which outline the process for the submission of a CEO Plan II program to the EPSB and the requisite Plan II components (introduction, capstone project, job-embedded professional development experiences, assessment of candidates and program evaluation). A copy of the draft guidelines are included for review.

Budget Impact: Staff time will be required to provide technical assistance to applicants, review Plan II programs, and prepare submissions for EPSB review and/or approval.

Groups Consulted and Brief Summary of Responses:

CEO Plan II Workgroup

The workgroup consisted of Office of Educator Licensure and Effectiveness staff, district representatives, educational cooperative staff, and EPP leaders. The CEO Plan II Workgroup met face to face on two occasions to review the regulation and provide input on the contents and structure of the CEO Plan II guidelines. Additional feedback was provided by several educational cooperatives. The workgroup members were also given the opportunity to provide written feedback on the initial draft of the CEO Plan II guidelines provided here.

Contact Person:

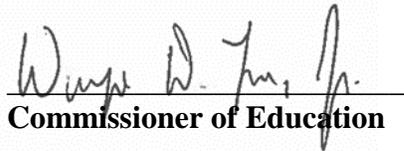
Robin Hebert, Director

Division of Educator Preparation, Internship & Assessment

Office of Educator Licensure & Effectiveness

(502) 564-4606

E-mail: robin.hebert@education.ky.gov



Wayne D. Jones
Commissioner of Education

Date:

June 17, 2019

Education Professional Standards Board

CONTINUING EDUCATION OPTION, PLAN II GUIDELINES

Approved _____

Background

Amendments to 16 KAR 8:030 align the current regulation with statutory amendments and establish a pathway for additional rank change programs. These programs allow educators to grow in their profession and pursue rank change through a combination of field-based experiences, individual research, and approved professional development. Specifically, the amendment creates a second continuing education option (CEO), through CEO, Plan II to allow districts, groups of districts (such as educational cooperatives) and Kentucky institutions of higher education with accredited educator preparation providers (EPPs) to submit CEO, Plan II programs for rank change to the EPSB for approval. Applicants are encouraged to consult the materials related to [Continuing Education Option, Plan I](#), for reference.

Submitting an Application

- A district, a group of districts (such as an educational cooperative) or Kentucky post-secondary institution with an accredited educator preparation program must notify the Kentucky Department of Education of its intent to submit a proposal for a CEO, Plan II program. The email should be directed to Sharon Salsman (Sharon.Salsman@education.ky.gov), program consultant in the Educator Preparation Branch and point of contact for Continuing Education Option plans.
- The district, group of districts or institution of higher education must submit a Continuing Education Option, Plan II proposal that meets the requirements outlined below:

The proposal must include the following minimum components:

1. CEO, Plan II Introduction

- Provides a thorough rationale for the targeted educators' professional growth needs in content knowledge, instructional practice, and/or leadership skills, **including** clear supporting evidence of these needs, such as data from the school's or district's consolidated improvement plan, student assessment results, and/or community context
- Indicates whether the plan will align to the Kentucky Teacher Standards or the Teacher Leaders Standards
- Specifies eligibility requirements for the CEO Plan II cohort (i.e., district employees, open enrollment)
- Identifies and provides justification for rank change (Rank II or Rank I) for successful program completers
- Includes a letter of support from the district superintendent, cooperative director, or university dean
- Outlines estimated time commitment for cohort members
- Lists and justifies how the professional development resources provide high-quality, research-based, expert and/or credentialed service and support that are proven to impact student learning and professional growth

- Identifies program staff, including administrators, instructors, mentors and evaluators, and provides evidence of each one's credentials and/or qualifications that demonstrate proven impact upon student learning and professional growth

2. CEO, Plan II Capstone Project

- Outlines clearly the details of the required comprehensive capstone project, including a definition of the action research that is required; how the project addresses needs identified in program justification; and how each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016 are met; and how the Capstone Project unifies the plan into a cohesive experience
- Specifies how the capstone project positively impacts learning/outcomes for candidates and students
- Explains sequence and targets of professional growth over time in:
 - i. content knowledge
 - ii. instruction and assessment practices
 - iii. professional demonstration and relevant publication skills and strategies for a targeted audience
- Explains how the Capstone Project will be evaluated and scored, including the scoring rubric/assessment instrument that is aligned to the Kentucky Teacher Standards or Teacher Leaders Standards
- Defines publication requirements in detail
- Explains how the provider will protect against plagiarism

3. CEO, Plan II Job-Embedded Professional Development Experience

- Explains in detail how the program addresses, at a minimum, each of the ten (10) Kentucky Teacher Standards established in 16 KAR 1:010 or seven (7) Teacher Leader Standards in 16 KAR 1:016, including how they 1) align to the needs identified in the plan and 2) ensure that the goals have long-term benefits for students and teachers
- Includes a detailed 1- to 4-year time line that incorporates major activities aligned to a specific progression of skills/knowledge and explains how each activity is aligned to particular standards and outcomes
- Enumerates and describes in detail the targeted outcomes and results for 1) cohort members and 2) student learning; may include results related to School or District Consolidated Improvement Plan and/or community resources
- Describes in detail how candidates will engage in the following during and throughout the course of study:
 - i. content exploration and research
 - ii. student instruction and assessment
 - iii. professional development and publication
- Describes how the program's instructional design will integrate a combination of research, field experiences, and professional development activities; the program may also include graduate coursework and/or integration of micro-credentials
- Describes in detail how candidates will be supported and mentored throughout the program

4. CEO Plan II, Assessment of Candidates

- Details the provider's comprehensive plan to assess a candidate's demonstrated mastery of the Kentucky Teacher Standards or Teacher Leader Standards and program outcomes throughout and at the end of the program; specifically, identifies multiple assessment measures and the collection of evidence which results in a recommendation of rank change
- Explains thoroughly the remediation plan for candidates who do not make adequate progress toward standards and outcomes as aligned to interim assessments, mastery of each of the Kentucky Teachers Standards or Teacher Leader Standards, and/or program completion requirements

5. CEO Plan II, Program Evaluation

- Describes in detail how the provider will administer, monitor and oversee the program
- Explains how the program demonstrates high-quality professional development as defined by Kentucky's professional learning standards and guidance (704 KAR 3:035)
- Describes how the provider will evaluate the quality of the program, including performance of completers, quality of resources, and performance of program staff, to continuously improve program design; includes identification and analysis of relevant data and the cycle for program review
- Examines quantity and quality of participant mastery of new knowledge, skill development, and perception of program experience; organizational support; and student learning

When should applications be submitted?

Applications may be submitted at any time; however, time required for program review and the timing of EPSB meetings may impact the length of time for the approval of the application.

To whom should applications or questions be directed?

Sharon Salsman, Program Consultant
Division of Educator Preparation, Assessment and Internship
Office of Educator Licensure and Effectiveness
Kentucky Department of Education
300 Sower Complex, 5th Floor
Frankfort, Kentucky 40601
(502) 564-4606 ext. 2159
sharon.salsman@education.ky.gov

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Kentucky Standards for School Counselor Preparation Programs

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should approve the proposed Kentucky Standards for School Counselor Preparation Programs aligned with School Counselor Practice Standards and National Council for the Accreditation of Counseling and Related Education Programs (CACREP) Standards.

Rationale:

The EPSB approved the current Guidance Counselor Standards in 2004. CACREP revised their school counselor standards in 2016. The proposed Kentucky Standards for School Counselor Preparation Programs align with the updated CACREP standards. These revised standards are needed to prepare school counselors with the most current professional standards.

Action Question:

Should the EPSB approve the revised standards and replace Kentucky's current Guidance School Counselor Standards (2004)?

Applicable Statute or Regulation:

16 KAR 3:060, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, Section 11, identifies Kentucky's Standards for Guidance Counseling Programs as the preparation standards for counselor programs. These standards were approved by the Board in November 2004, and were derived from the CACREP Standards.

Summary: Kentucky's current counseling programs are based upon CACREP's outdated 2004 standards. Following CACREP's revision of the School Counselor Standards in 2016, Kentucky's preparation standards for school counselors should be updated. The proposed Kentucky Standards for School Counselor Preparation Programs align with the updated CACREP standards. These revised standards are needed to prepare school counselors with the most current professional standards. A copy of the proposed Kentucky Standards for School Counselor Preparation Programs is included for review. A crosswalk of the standards will be uploaded to the Document Library.

Budget Impact: There will be some cost associated with updating the regulations and disseminating the new standards.

Groups Consulted and Brief Summary of Responses:

In June 2018, the EPSB appointed a committee including school counselors, representatives from the Kentucky School Counselor Association (KSCA) and representatives from educator preparation programs to review the regulation and propose

new preparation standards for school counselors. Members of this committee are listed below. The committee has met multiple times, including both face to face and virtual meetings, first under the guidance of Sherry Henley, EPSB; then Robin McCoy, KDE; and most recently, Damien Sweeney, KDE. Every Kentucky institution of higher education with a school counselor preparation program had the opportunity to provide feedback. Those universities and contacts are listed below, as well.

Members of the School Counselor Standards Review Committee

Practitioners:

Shonna Gullett, Elementary, Owen County
Lori Dickman, Elementary, Campbell County
Kaet Barron, Elementary, Bullitt County
Gabrielle Hart, Middle, Owensboro Ind.
Amy Riley, Middle, Mercer County
Julie Thomas, High, Nelson County
Maria Lyons, High, Scott County

KSCA

Stacy Russell, Advocacy Chair
Michelle Sircy, President

Educator Preparation Program Faculty

Lacretia Dye, Western Kentucky University
Hong Ryun Woo, University of Louisville
Susana Bloomdahl, Murray State University
Dorea Glance, Northern Kentucky University
Susan Rose, University of the Cumberlands

Universities with School Counselor Programs and Representatives

University

Campbellsville
EKU
Morehead
Murray
NKU
Spalding
Cumberlands
UofL

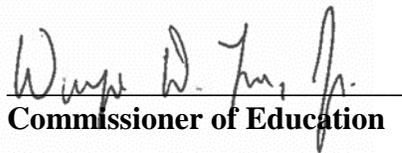
Representative

Peggy C. Richardson
Charles Myers
Beverly M. Klecker
Susana Bloomdahl
Dorea Glance
Christopher Walsh
Susan Rose
Hong Ryun Woo

Additionally, the Commissioner’s Counselors Advisory Committee has reviewed the Standards for School Counselor Preparation Programs and has collaborated with the preparation standards committee to prepare an additional set of standards of practice for school counselors, which is to be presented to the Kentucky Board of Education.

Contact Person:

Eve Proffitt, Ed.D., Project Specialist
Division of Educator Preparation, Assessment & Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: eve.proffitt@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

Draft 05/24/2019

Kentucky Standards for School Counselor Preparation Programs



Adopted by EPSB (Date)

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Section 1: Overview

Introduction/Preamble

Professional school counselors represent a significant and important component of the educational leadership team within the K-12 schools of the Commonwealth. The standards, as authorized by 16 KAR 3:060, School counselor, Provisional and Standard certificates all grades, acknowledge the importance of a common core of knowledge, skills and abilities, as well as the specific skills and knowledge unique to the practice of professional school counseling. The standards for counselor training and preparation represent the foundation for the profession of school counseling in the Commonwealth of Kentucky that will provide candidates with useful feedback and support as they grow and learn professionally.

Defining the Kentucky Professional School Counselor

A Kentucky school counselor is a certified mental health professional supporting all K-12 students in their social/emotional, academic and career development. Through a comprehensive school counseling program, counselors provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.

Roles and Responsibilities of the School Counselor

The daily work of a school counselor may differ depending on the setting and context (urban, suburban or rural; elementary, middle, high school or career technical center; and so on). At the core, however, the work of the professional school counselor is always to provide direct and indirect services in support of students' academic, career and social/emotional development.

As they work with students, school counselors maintain their sights on students' developmental levels and short and long-term goals, and provide services accordingly. With the goal of supporting students' academic, career and social/emotional development, school counselors serve as leaders within their schools, advocating on behalf of their students and sharing in the creation of a positive environment for learning. To ensure their effectiveness, school counselors continuously engage in a cycle of improvement in which they adjust their professional learning and practices according to an informed analysis of available data.

Effective school counselors possess a wide body of knowledge and specific personal and professional competencies. With the adoption of the *Kentucky Standards of Practice for School Counselors*, Kentucky has clearly defined the knowledge, skills and competencies of effective school counselors. These standards promote the most effective school counseling practices and offer a core set of expectations for Kentucky school counselors. Professional school counselors offer students access to the kinds of high-quality direct and indirect services described here, which will support students' academic, career and social/emotional development.

Organization and Structure of the Standards

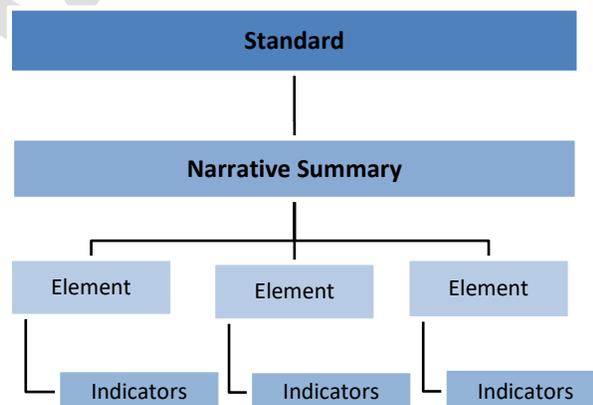
The standards begin with the rationale for and the role of school counselor preparation programs to provide the context for the preparation standards.

Following the rationale and role is a crosswalk table connecting the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards to the *Kentucky Guidance Counselor Standards* approved by the Education Professional Standards Board in 2005, then to the proposed *Kentucky School Counselor Standards* to show direct alignment of the proposed School Counselor Standards to the nationally recognized CACREP standards for all mental health professionals.

Following the crosswalk, the standards are presented in a manner to allow for the presentation of specific indicators. This presentation is organized as follows:

- **Standard:** The overarching goal of the school counselor preparation program.
- **Narrative Summary:** The Narrative Summary describes the content of and rationale for each Standard.
- **Elements:** The Elements are statements of skills or characteristics that define effectiveness in the Standard.
- **Indicators:** The Indicators show the knowledge and skills of each element to model SMART goals. The Indicators are observable or measurable statements that serve as tools in discussions of effective school counselor preparation programs.

Standards: Overarching goals and themes that provide a framework for effective preparation
Narrative Summaries: Statements that describe key understandings, assumptions and beliefs related to the standards
Elements: Specific statements that define the various skills and characteristics that demonstrate the effectiveness in each standard
Indicators: Observable and/or measurable statements that provide evidence of the standards and elements in action



Section II: Rationale and Role

The Rationale

School counselors occupy an important leadership role in education and school counseling preparation programs are vital to the appropriate development of that role. School counselors significantly contribute to outcomes used to measure the success of students and schools; therefore students in school counselor preparation programs need direct training and supervision in leadership and the implementation of a comprehensive school counseling program (House & Sears, 2002).

The Professional Code of Ethics for Kentucky Certified Personnel ([16 KAR 1:020](#)) significantly influences both the preparation and the practice standards and are thus enmeshed within the standards. The Standards of Preparation provides the foundation for preparation programs and guides the counselor candidate, while the Standards of Practice guides the practicing counselor. These standards are interrelated as preparation begets practice, hence these documents have been published at the same time as they share a somewhat dependent relationship.

The Standards of Practice and the Standards of Preparation influence the development of the evolving Kentucky Model of Comprehensive School Counseling, which is meant to guide the community in its view and use of the school counselor and the school counselor program. The Kentucky Model is due out in Fall 2020, following the American School Counselors Association (ASCA) Conference, when a revised ASCA National Model is due to be shared. The sharing the revised ASCA National Model explains the evolving development of the Kentucky Model, as we want to use the most current national model in its development.

These initiatives place significant attention on the preparation of school counselors, ensuring that graduates are well-prepared to design, implement and evaluate a comprehensive school counseling program that is proactive, accountable and aligned with the mission of the school.

The Role of Counselor Preparation Programs

Effective school counseling preparation programs provide coursework and training to help school counseling students learn to design and implement a comprehensive school counseling program. These programs help school counseling students develop knowledge, skills and attitudes including:

- Understanding of the organizational structure and governance of the educational system, as well as cultural, political and social influences on current educational practices;
- Addressing legal, ethical and professional issues in K–12 schools;
- Understanding of developmental theory, counseling theory, career counseling theory, social justice theory and multiculturalism;
- Understanding of the continuum of mental health services, including prevention and intervention strategies for addressing academic, personal/social and career development to enhance student success for all students;

- Facilitating individual student planning, school counseling core curriculum, crisis response and counseling programs that ensure equitable access to resources promoting academic achievement, personal/social growth and career development for all students;
- Collaborating and consulting with stakeholders (e.g., families/guardians, teachers, administration, community stakeholders) to create learning environments that promote student educational equity and success for all students;
- Identifying impediments to student learning, developing strategies to enhance learning and collaborating with stakeholders to improve student achievement;
- Using advocacy and data-driven school counseling practices to close the achievement/opportunity gap;
- Understanding of current models of school counseling programs and how they relate to the educational program;
- Understanding of outcome research data and best practices as identified in the school counseling research literature; and
- Understanding the importance of serving on school leadership teams and acting as educational leaders.

Field-based experiences are essential to the preparation of school counselors. These experiences should provide training that aligns with the school counselor preparation program and further develops the student’s knowledge, skills and attitudes necessary to implement a comprehensive school counseling program. Field-based experiences are ideally supervised by a certified school counselor in the K-12 setting and a university supervisor with the appropriate school counselor educator qualifications.

School counseling preparation programs are facilitated by counselor educators who have the knowledge, skills and attitudes necessary to prepare school counselors to promote the academic, career and personal/social development of all school counseling students. Counselor educators have appropriate preparation including knowledge of school counseling models and school counselor competencies, organization and administration of K-12 schools, counseling children and adolescents, and current issues and trends in school counseling. **Counselor educators should hold an earned doctoral degree in counselor education, counseling psychology, educational leadership or a closely related field.**

Summary

School counselor preparation programs emphasize development of the attitudes, knowledge and skills essential for the implementation of effective comprehensive school counseling programs. These programs align with the philosophy and vision of the Kentucky Model of Comprehensive School Counseling, the *Kentucky Standards of Practice for School Counselors*, the Professional Code of Ethics for Kentucky Certified Personnel ([16 KAR 1:020](#)), and the *Kentucky Standards for School Counselor Preparation Programs*, creating a program empowering every student to succeed and achieve in his/her K-12 experiences. Counselor educators have the appropriate background, experience and commitment to prepare school counselors who are able to respond to the changing expectations and dynamics of students, families, schools and communities.

Section III: Standards for School Counselor Preparation Programs

STANDARD 1. PROFESSIONAL IDENTITY/RESPONSIBILITY

The School Counselor Education Preparation Program infuses a professional identity of ethical and legal practices for the school counselor candidates to be able to practice effective school counseling.

NARRATIVE SUMMARY:

Professional identity is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the school counseling role. How a school counselor thinks of herself or himself as a school counselor is often defined as a professional self-concept based on attributes, beliefs, values, motives and experiences.

Internalization of ethical codes of conduct is imperative. It is the preparation program's responsibility to foster a positive, proactive professional identity of the program as well as each individual within the program.

STANDARD 1 ELEMENTS		INDICATORS
1.1	The school counselor education program has a publicly available mission statement in alignment with the School of Education in which the program is housed.	<ul style="list-style-type: none"> a. Analyze personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do. b. Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission. c. Analyze a school's particular educational beliefs, vision and mission. d. Create a school counseling vision statement describing a future world where student outcomes are being successfully achieved, stating the best possible outcomes desired for students that are five to 15 years away and aligned with the school and district vision. e. Create a school counseling mission statement aligned with the school, district and state mission that is specific, concise, clear and comprehensive; emphasizes equity, access and success for every student; and indicates long-range results desired for all students. f. Communicate the vision and mission of the school counseling program to all appropriate stakeholders.
1.2	The program has relevant objectives to carry out the mission.	<ul style="list-style-type: none"> a. The objectives reflect current knowledge and skills as provided in Standard 2.

		<ul style="list-style-type: none"> b. The objectives reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating school. c. The objectives address student learning. d. The objectives are written so they can be evaluated.
1.3	Students actively identify and participate within the counseling profession.	<ul style="list-style-type: none"> a. Students participate in professional counseling organizations. b. Students participate in seminars, workshops or other activities that contribute to personal and professional growth.

STANDARD 2. PROGRAM IMPLEMENTATION

Professional preparation encompasses eight common core areas within an evidenced-based supported curriculum to fully prepare the counselor candidate for practice.

NARRATIVE SUMMARY:

Standard 2 in the program preparation standards is based on the curriculum within the program and is thus titled Program Curriculum. As such, the content of the standards provides the rationale.

STANDARD 2 ELEMENTS		INDICATORS
2.1	Current counseling - related research is infused into the curriculum.	<ol style="list-style-type: none">a. Curriculum reflects evidenced-based theoretical foundation.b. Curriculum reflects evidenced-based strategies and techniques.
2.2.1	Professional Identify and Ethical Practice	<ol style="list-style-type: none">a. History and philosophy of the counseling profession, including significant factors and events.b. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.d. The role and process of the professional counselor advocating on behalf of the profession.e. Advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients.f. Professional organizations, including but not limited to, ASCA/American Counselors Association (ACA), Kentucky School Counselors Association (KSCA)/Kentucky Counselors Association (KCA) its divisions, branches and affiliates, including membership benefits, activities, services to members and current emphases.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.h. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.i. Technology's impact on the counseling profession and how to stay up-to-date with technology needed to enhance productivity/efficiency within the profession.j. Strategies for personal and professional self-evaluation and implications for practice.k. Self-care strategies appropriate to the counselor role.

		<ul style="list-style-type: none"> i. The role of counseling supervision in the profession.
2.2.2	Social and Cultural Diversity	<ul style="list-style-type: none"> a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. c. Multicultural counseling competencies. d. The impact of heritage, attitudes, beliefs, understandings and acculturative experiences on an individual's views of others. e. Individual, couple, family, group and community strategies for working with diverse populations and ethnic groups. f. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind or body. g. Strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. h. Apply legal and ethical principles of the school counseling profession.
2.2.3	Human Growth and Development	<ul style="list-style-type: none"> a. Theories of individual and family development across the lifespan. b. Theories of learning. c. Theories of normal and abnormal personality development. d. Theories and etiology of addictions and addictive behaviors. e. Biological, neurological and physiological factors that affect human development, functioning and behavior. f. Systemic and environmental factors that affect human development, functioning and behavior. g. Effects of crisis, disasters and trauma on diverse individuals across the lifespan. h. A general framework for understanding differing abilities and strategies for differentiated interventions. i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. j. Strategies to facilitate school and postsecondary transitions.
2.2.4	Career Development	<ul style="list-style-type: none"> a. Theories and models of career development, counseling and decision making. b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

		<ul style="list-style-type: none"> c. Processes for identifying and using career, avocational, educational and occupational and labor market information resources, technology and information systems. d. Assessment instruments and techniques that are relevant to career planning and decision making. e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. f. Strategies for career development program planning, organization, implementation, administration and evaluation. g. Career counseling processes, techniques and resources, including those applicable to specific populations. h. Strategies for facilitating client skill development for career, educational, life-work planning and management. i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making. j. Ethical and culturally relevant strategies for addressing career development.
2.2.5	Counseling and Helping Relationships	<ul style="list-style-type: none"> a. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of the counseling theories, an exploration of affective, behavioral and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students also will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling or their theoretical orientation. b. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. c. A general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation. d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. e. Integration of technological strategies and applications within counseling and consultation processes. f. Counselor and consultant characteristics and behaviors that influence helping processes, including age, gender and ethnic

		<p>differences, verbal and nonverbal behaviors, and personal characteristics, orientations and skills.</p> <ul style="list-style-type: none"> g. Essential interviewing, counseling and case conceptualization skills. h. Developmentally relevant counseling treatment or intervention plans. i. Development of measurable outcomes for clients. j. Evidence-based counseling strategies and techniques for prevention and intervention. k. Strategies to promote client understanding of and access to a variety of community-based resources. l. Suicide prevention models and strategies. m. Crisis intervention, trauma-informed and community-based strategies, such as Psychological First Aid, Youth Mental Health First Aid, Trauma-Informed Training and more. n. Processes for aiding students in developing a personal model of counseling.
2.2.6	Group Counseling	<ul style="list-style-type: none"> a. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature. b. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors. c. Therapeutic factors and how they contribute to group effectiveness. d. Characteristics and functions of effective group leaders, including characteristics of leadership styles and approaches. e. Approaches to group formation, including recruiting, screening and selecting members. f. Approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups. g. Ethical and culturally relevant strategies for designing and facilitating groups
2.2.7	Assessment and Testing	<ul style="list-style-type: none"> a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling b. Methods of effectively preparing for and conducting initial assessment meetings c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide d. Procedures for identifying trauma and abuse and for reporting abuse e. Strategies for selecting, administering and interpreting assessment and evaluation instruments, and techniques for diagnostic and intervention planning purposes

		<ul style="list-style-type: none"> f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations h. Reliability and validity in the use of assessments i. Use of assessments relevant to academic/educational, career, personal and social development j. Use of environmental assessments and systematic behavioral observations k. Use of symptom checklists, and personality and psychological testing l. Use of assessment results to diagnose developmental, behavioral and mental disorders m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
2.2.8	Research and Program Evaluation	<ul style="list-style-type: none"> a. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. b. Identification of evidence-based counseling practices c. Needs assessments. d. Development of outcome measures for counseling programs. e. Evaluation of counseling interventions and programs. f. Qualitative, quantitative and mixed research methods. g. Designs used in research and program evaluation. h. Statistical methods used in conducting research and program evaluation i. Analysis and use of data in counseling. j. Ethical and culturally relevant strategies for conducting, interpreting and reporting the results of research and/or program evaluation.

STANDARD 3. PROGRAM REFLECTION AND EVALUATION

The school counselor preparation program measures the candidate's knowledge and skills in ability to develop the comprehensive school counseling program (CSCP) ready for implementation. The school counselor preparation program infuses the practice of reflection and evaluation so that candidates engage in a cycle of continuous improvement using data to identify needs, plan and implement the CSCP aligned with the *Kentucky Standards of Practice* and refine their work through reflective analysis.

NARRATIVE SUMMARY:

The elements within the preparation program measure the candidate's knowledge and skills in the ability to develop the comprehensive school counseling program ready for implementation. It is both the school counselor candidates' and the practicing school counselors' role to understand the importance of using data to plan, implement and continually improve. Data are a key element in accountability of the comprehensive school counseling program.

STANDARD 3 ELEMENTS		INDICATORS
3.1	The preparation program monitors student performance and progress.	<ul style="list-style-type: none">a. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas within Standard 2 and the remaining standards to support the design, implementation, monitoring and evaluation of comprehensive developmental school counseling programs; (2) measurement of student learning conducted via multiple measures and over multiple points in time; and (3) review or analysis of data.b. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions; (2) measurement of student professional dispositions over multiple points in time; and (3) review or analysis of data.c. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation and dismissal.
3.2	The preparation program monitors the effectiveness of the school counselor education program.	<ul style="list-style-type: none">a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning.b. For each of the types of data listed in 3.3a, the plan outlines (1) the data that will be collected; (2) a procedure for how and when data will be collected; (3) a method for how data will be reviewed or analyzed; and (4) an explanation for how data will be used for curriculum and program improvement.

		<ul style="list-style-type: none"> c. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications. d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results; (2) subsequent program modifications; and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
<p>3.3</p>	<p>The preparation program uses data to recommend changes and adjustments to the program</p>	<ul style="list-style-type: none"> a. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills and professional dispositions; (2) demographic and other characteristics of applicants, students and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors and employers of program graduates.

STANDARD 4. CONTEXTUAL DIMENSIONS OF THE LEADERSHIP/ADVOCACY ROLE

The school counselor preparation program infuses the role of leader and advocate into the program, modeling effective leadership, vision, collaboration with all stakeholders and equitable practices.

NARRATIVE SUMMARY:

School counselor candidates demonstrate their proficiencies to lead and advocate for both the school counselor role and the K-12 students within their care so that learning and development opportunities for all K-12 students are enhanced. School counselors are prepared to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations and parents.

STANDARD 4 ELEMENTS		INDICATORS
4.1	Advocacy for all K-12 students is a key element in the preparation program.	<ul style="list-style-type: none">a. School counselor roles as leaders, advocates and systems change agents in K-12 schools.b. School counselor roles in consultation with families, K-12 and postsecondary school personnel, and community agencies.c. School counselor roles in relation to college and career readiness.
4.2	Advocacy for effective school counseling programs is a key element in the preparation program.	<ul style="list-style-type: none">a. Competencies to advocate for school counseling roles.b. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents and the community.c. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist K-12 students in maximizing their academic, career and personal/social development.d. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.e. Professional organizations, preparation standards and credentials relevant to the practice of school counseling.f. Legislation and government policy relevant to school counseling.g. Legal and ethical considerations specific to school counseling.
4.3	Strategies of leadership designed to enhance the learning environment of K-12 schools are infused into the preparation program.	<ul style="list-style-type: none">a. School counselor roles in school leadership and multidisciplinary teams.b. Qualities and styles of effective leadership in schools.c. School counselor roles and responsibilities in relation to the school emergency management plans, crises and disasters and trauma characteristics, risk factors and warning signs of students at risk for mental health and behavioral disorders.d. Common medications that affect learning, behavior and mood in children and adolescents.e. Signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

		<ul style="list-style-type: none">f. Coordination, collaboration, referral and team-building efforts with teachers, parents, support personnel and community resources to promote program objectives and facilitate successful student development and achievement for all students.g. Professional organizations, preparation standards and credentials relevant to the practice of school counseling.h. Legislation and government policy relevant to school counseling.i. Legal and ethical considerations specific to school counseling.
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STANDARD 5. CLINICAL INSTRUCTION

Candidates will be provided a clinical experience within a K-12 school that allows the candidate to practice and demonstrate his or her developing skills and competencies in school counseling.

NARRATIVE SUMMARY:

Clinical Instruction aligns with Council for the Accreditation of Educator Preparation (CAEP) Standard 2, Clinical Partnerships and Practice, to provide a beneficial K-12 school counseling experience for clinical preparation co-constructed by university and K-12 school partnerships. Partnerships for clinical preparation can follow a range of forms, participants and functions. They establish mutually agreeable expectations for candidate entry, preparation and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

University faculty works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions that are associated with a positive impact on the learning and development of all K-12 students.

STANDARD 5 ELEMENTS		INDICATORS
5.1	The program must clearly define and measure the outcomes expected of practicum/intern students, using appropriate professional resources that address the <i>Kentucky Standards for School Preparation Programs</i> .	<ul style="list-style-type: none">a. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.b. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.c. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.d. In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group during either the practicum or internship.e. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.f. Practicum students complete at least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.g. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic

		<p>supervision throughout the practicum by (1) a counselor education program faculty member; (2) a student supervisor who is under the supervision of a counselor education program faculty member; or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.</p> <p>h. Practicum students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.</p>
5.2	<p>Practicum/ internship experiences must occur in a school counseling setting under the supervision of a site supervisor.</p>	<p>a. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience; (2) professional credentials; and (3) counseling supervision training and experience.</p> <p>b. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed Education Professional Standards Board (EPSB) school counseling degree requirements; (2) have completed or are receiving preparation in counseling supervision; and (3) be under supervision from counselor education program faculty.</p> <p>c. Site supervisors have (1) a minimum of a master’s degree in school counseling; (2) relevant certifications and/or licenses; (3) a minimum of two years of professional experience in school counseling; (4) knowledge of the program’s expectations, requirements and evaluation procedures for students; and (5) relevant training in counseling supervision.</p> <p>d. Orientation, consultation and professional development opportunities are provided by counselor education program faculty to site supervisors.</p> <p>e. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.</p>

NOTE: The creators of this document recognize that each Kentucky college or university has its own diverse and unique needs. As a result, we wanted to provide standards that each college or university would follow but chose not to provide a rubric for how these standards would be evaluated. By not providing a rubric, we offer each Kentucky college or university the autonomy to create their own evaluation system.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

16 KAR 6:031, Notice of Repeal of 16 KAR 6:030

Rationale:

The requirements of 16 KAR 6:030 are being incorporated into the new administrative regulation 16 KAR 3:090. Therefore, 16 KAR 6:030 is no longer necessary and should be repealed.

Applicable Statute or Regulation:

KRS 161.027, 16 KAR 3:090, 16 KAR 6:030

History/Background:

Existing Policy: 16 KAR 6:030 establishes the examination requirements for principal certification in accordance with KRS 161.027.

Summary: At the April 8, 2019 meeting, the Education Professional Standards Board approved an agency amendment to 16 KAR 3:090 to include relevant portions of 16 KAR 6:030. With the inclusion of this information in 16 KAR 3:090, 16 KAR 6:030 is no longer necessary. Therefore, staff has drafted 16 KAR 6:031 to repeal 16 KAR 6:030. The proposed repealer is included for review.

Budget Impact: There is no budgetary impact.

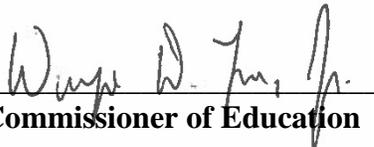
Groups Consulted and Brief Summary of Responses:

UPPI Stakeholder Group

The UPPI stakeholder group brought together all related organizations for principal development, preparation, and professional training. The stakeholder group supported the inclusion of relevant portions of 16 KAR 6:030 in the new regulation 16 KAR 3:090.

Contact Person:

Cassie Trueblood, Policy Advisor and Counsel
Office of Educator Licensure and Effectiveness
(502) 564-4606
E-mail: cassie.trueblood@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Repealer)

4 16 KAR 6:031. Repeal of 16 KAR 6:030.

5 RELATES TO: KRS 13A.310

6 STATUTORY AUTHORITY: KRS 161.020, KRS 161.027

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires a certificate of le-
8 gal credentials for any public school position for which a certificate is issued. KRS 161.027 re-
9 quires the Education Professional Standards Board to develop or select appropriate tests, estab-
10 lish minimum scores for successful completion, and establish a reasonable fee to be charged for
11 actual cost of administration of the tests, for an applicant seeking certification as principal, and
12 further requires that each applicant for certification as school principal with less than two (2)
13 years of appropriate experience complete a one (1) year internship program developed by the
14 Education Professional Standards Board. This administrative regulation repeals the administra-
15 tive regulation on examination prerequisites which has been included in the new administrative
16 regulation 16 KAR 3:090.

17 Section 1. 16 KAR 6:030, Examination prerequisites for principal certification, is hereby re-
18 pealed.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Education Professional Standards Board (EPSB) Regulation Review, Part II

Commissioner's Recommendation:

The EPSB should approve the proposed regulatory actions.

Rationale:

The list of recommended actions meet the requirements of KRS 13A.3102. Staff reviewed current EPSB regulations to determine alignment with statutory and program requirements and whether regulations should remain in effect, with or without amendment, or be repealed.

Action Question:

Should the EPSB approve the proposed regulatory actions?

Applicable Statute or Regulation:

KRS 13A.010, KRS 13A.040, KRS 13A.310, KRS 13A.3102, and KRS 13A.3104.

History/Background:

Existing Policy: During the 2017 Regular Session of the Kentucky General Assembly, the legislature passed House Bill 50. The new law established a sunset provision for executive branch agency regulations. Staff must review all existing regulations and recommend to the EPSB to keep in effect, with or without amendment, or repeal. During the 2019 Regular Session, the General Assembly made amendments to this process through House Bill 4.

Summary: Any administrative regulation with a last effective date before March 1, 2013, will expire on March 1, 2020. Any administrative regulation with a last effective date on or after March 1, 2013, will expire seven (7) years after its last effective date.

KRS 13A.3104 establishes a certification letter process for any agency that does not want its administrative regulations to expire. If the EPSB does not want a regulation to expire, staff must file a certification letter with the regulations compiler stating whether the administrative regulation must be amended or remain in effect without amendment before the expiration date.

If the certification letter states that the administrative regulation will be amended, EPSB must file an amendment to the administrative regulation within eighteen (18) months of the date the certification letter was filed.

The EPSB currently has sixty-seven (67) regulations, and thirty-three (33) of those regulations are set to expire on July 1, 2019. Staff is bringing the proposed actions for these regulations before the Board in two parts. The EPSB approved Part I at the April 8, 2019 meeting.

Budget Impact: There will be a cost associated with staff reviewing regulations. There may be additional impacts, dependent on any significant revisions to existing regulations.

Groups Consulted and Brief Summary of Responses:

Division Directors and Program Staff

Each of the expiring regulations were reviewed and action was recommended. Part II of the recommendations is included for the EPSB to review.

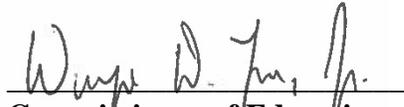
Contact Person:

Cassie Trueblood, Policy Advisor and Special Counsel

Office of Educator Licensure and Effectiveness

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Commissioner of Education

Date:

June 17, 2019

Title	CH	Reg #	Title/Description of Regulation	Last Effective Date	7 Year Expiration Date	Division	Recommend (Certify / Amend / Repeal)
16	1	050	Local educator assignment data	5/4/1995	7/1/2019	Certification	Certify
16	2	030	Substitute teachers and emergency school personnel	6/14/2002	7/1/2019	Certification	Certify
16	2	040	Interdisciplinary early childhood education, birth to primary	11/14/2011	7/1/2019	Certification	Amend
16	2	050	Certificates for teachers of exceptional children/communication disorders	12/21/2000	7/1/2019	Certification	Amend
16	2	060	School nurse	8/7/2006	7/1/2019	Certification	Repeal
16	2	070	Professional certificate for school social worker	3/19/2003	7/1/2019	Certification	Certify
16	2	080	Provisional and probationary certificates for school social worker	3/19/2003	7/1/2019	Certification	Certify
16	2	090	School psychologist	8/5/2005	7/1/2019	Certification	Certify
16	2	130	Recruitment plan for position of school media librarian	1/5/2007	7/1/2019	Certification	Certify
16	2	180	One (1) year conditional certificate	12/18/2002	7/1/2019	Certification	Amend

Title	CH	Reg #	Title/Description of Regulation	Last Effective Date	7 Year Expiration Date	Division	Recommend (Certify / Amend / Repeal)
16	2	190	Probationary certificate for information technology teachers	8/13/2003	7/1/2019	Certification	Repeal
16	3	070	Endorsement for individual intellectual assessment	3/10/1988	7/1/2019	Certification	Amend
16	4	010	Qualifications for professional school positions	2/1/2008	7/1/2019	Certification	Certify
16	4	020	Certification requirements for teachers of exceptional children	8/6/2004	7/1/2019	Certification	Amend
16	4	050	Dating of certification	9/7/1995	7/1/2019	Certification	Amend
16	4	070	Foreign teachers serving under the teacher exchange program	8/3/1977	7/1/2019	Certification	Certify
16	9	010	Professional certificate for exceptional work experience, limited to secondary education	1/19/1999	7/1/2019	Certification	Amend
16	9	020	Provisional certificate for college faculty	2/11/2002	7/1/2019	Certification	Amend

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Adoption of the Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs

Commissioner's Recommendation:

The Education Professional Standards Board (EPSB) should adopt the CAEP Standards for Advanced Programs.

Rationale:

In 2015, the EPSB adopted the CAEP standards for initial preparation providers. The CAEP Board of Directors adopted the Standards for Advanced Programs in July 2016. The Standards for Advanced Programs will be implemented by the educator preparation providers (EPPs) that are scheduled for site visits in fall 2019.

Action Question:

Should the EPSB adopt the CAEP Standards for Advanced Programs?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: KRS 161.028 authorizes the EPSB to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel. 16 KAR 5:010 establishes the standards for accreditation of an educator preparation provider (EPP).

Summary: The current regulation identifies the accreditation requirements for state accreditation. It also includes an option for EPPs to seek National Council for Accreditation of Teacher Education (NCATE) accreditation in addition to the required state accreditation. In 2009, the NCATE and Teacher Education Accreditation Council Board of Directors appointed a Design Team to make recommendations on the formation of a new accrediting body: CAEP. In 2013, the CAEP Board of Directors approved new accreditation standards specific to initial teacher preparation programs. The EPSB adopted the new CAEP standards for initial level preparation programs at the June 8, 2015 meeting. At that time, CAEP did not have the standards for advanced programs established or adopted. Until CAEP adopted standards for advanced programs, EPPs' advanced programs were not included as part of their CAEP/EPSB accreditation process.

In 2016, the CAEP Board of Directors adopted standards for advanced programs, but the standards would not be implemented until accreditation visits beginning in fall 2019. A copy of the standards for advanced programs is included for review. All EPPs seeking CAEP and EPSB accreditation in fall 2019, and going forward, will be required to demonstrate evidence of the CAEP standards for advanced programs.

Budget Impact: There is no budgetary impact.

Contact Person:

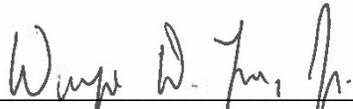
Robin Hebert, Director

Division of Educator Preparation, Assessment and Internship

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Commissioner of Education

Date:

June 17, 2019

2016 CAEP Standards for Advanced Programs

Standard A. 1. Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Provider Responsibilities

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)).

Standard A. 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Partnerships for Clinical Preparation

A.2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

Clinical Experiences:

A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1.

Standard A. 3. Candidate Quality and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Admission of Diverse Candidates Who Meet Employment Needs

A.3.1 The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed.

An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing tasks similar to those required of practicing educators. EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends, and patterns that should be addressed.

Selectivity During Preparation:

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

Selection at Completion:

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

Standard A. 4. Program Impact

The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Satisfaction of Employers:

A.4.1. The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Satisfaction of Completers:

A.4.2 The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard A. 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CAEP is accrediting an EPP, and an EPP should only be required to respond to Standard 5 once—not separately for initial and for advanced preparation. That is:

- When its documentation would include measures used in advanced preparation along with other multiple measures used in initial preparation.
- When it documents the quality of its data (for component 5.2), it would include measures used in advanced preparation.
- When it documents continuous improvement efforts (for component 5.3), its self-study report would include measures and their use in continuous improvement from advanced preparation programs.
- When the EPP documents stakeholder involvement (for component 5.5), information on advanced preparation is included along with that on initial preparation.

If an EPP conducts advanced preparation programs only, then it would document 5.1, 5.2, 5.3, 5.4, and 5.5 for those programs alone.

This document was amended by the CAEP Board of Directors in December 2018.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 5:040. Request to Waive Use of the Kentucky Field Experience Tracking System

Action Question:

Should the Education Professional Standards Board (EPSB) waive the requirement in 16 KAR 5:040, Section 2 for educator preparation providers (EPPs) to “maintain electronic records in the Kentucky Field Experience Tracking System (KEFTS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section”?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 2 (3) requires all EPPs to maintain electronic records that confirm all candidates enrolled in student teaching have fulfilled the field experience requirements outlined in 16 KAR 5:040, Section 2. Beginning July 1, 2019, all EPPs are required to use KFETS as the means to confirm those experiences.

Summary: The Kentucky Association of Colleges of Teacher Education (KACTE) Research Committee on Information Systems in Educator Preparation (KITEP) is seeking a waiver to allow educator preparation providers (EPPs) the option to develop and/or utilize other technology systems to track candidate field experience rather than be required to use KFETS. *If granted, this waiver would apply to all Kentucky EPPs approved by the EPSB for an indefinite period of time, pending revision of 16 KAR 5:040 (Section 2).*

KITEP contends that as it is currently configured, KFETS is laborious to use and inflexible in terms of reporting. The Committee also indicates that because EPPs must invest extensive personnel resources to meet and maintain KFETS requirements, some EPPs are reluctant or unable to initiate technology development projects that might more adequately manage candidate field experiences and clinical model components.

EPPs in Kentucky are required by regulation and by accreditation standards to be “clinically based” and to provide their candidates with high-quality, diverse field experiences across all levels of P-12 education. KACTE and KITEP affirm the intent of these regulatory requirements and standards, and acknowledge the EPPs’ accountability to maintain the necessary systematic procedures to ensure that their candidates are in compliance.

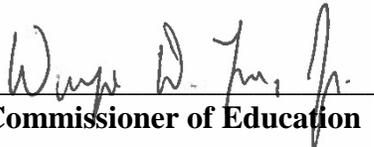
KITEP believes that EPPs can accurately maintain electronic records without utilizing KFETS. KITEP also believes that if an institution does not use KFETS, it will do no harm to the EPSB in its ability to promote high quality educator preparation in Kentucky.

A letter of support of this waiver was provided by the current KACTE president, Dr. Yoli Carter. The waiver request and letter of support are included for review.

Budget Impact: There is no budgetary impact.

Contact Person:

Allison Bell, Branch Manager
Division of Educator Preparation, Assessment, and Internship
Office of Educator Licensure and Effectiveness
(502) 564-4606
Email: allison.bell@education.ky.gov



Wayne D. Jones
Commissioner of Education

Date:

June 17, 2019

**KY Education Professional Standards Board Regulation
Waiver Request**

Name Gary Schroeder, Secretary, Kentucky Association for Colleges of Teacher Education (KACTE)

Date of Request April 30, 2019

TO THE REQUESTER: The EPSB may waive regulations only under extraordinary circumstances. After responding fully to the following items, please submit this form with your letter to the Board requesting a waiver of regulations. You may also submit additional materials for the Board's consideration: letters of recommendation, statements substantiating your extenuating circumstances, medical documents, etc.

All requests for waiver shall be submitted in writing to the Board's Executive Director at least 30 days before the next regularly scheduled board meeting. Each waiver request shall set forth all facts to support the extraordinary circumstances necessary for waiver and shall stipulate the specific regulation for which the waiver is requested.

State the action you are requesting from the Board which will require a waiver of regulation:

The KACTE Research Committee on Information Systems in Educator Preparation (KITEP) is seeking a waiver of 16 KAR 5:040, Section 2, part 3, which states:

“Beginning July 1, 2019, the educator preparation institution shall maintain electronic records in the Kentucky Field Experience Tracking System (KFETS) that confirm all candidates enrolled in student teaching have fulfilled the field experiences required in subsection (2) of this section”

If this waiver is granted, institutions will have the opportunity to apply creative design procedures to develop innovative technological techniques to not only comply with the letter of the 16 KAR 5:040 Section 2 regulation, but also the spirit of the regulation.

KACTE-KITEP is seeking this waiver with the following rationale:

Part 3 was added to 16 KAR 5:040, Section 2 relatively recently. Prior, the regulation specified that institutions were required to maintain an electronic system to track the field hours required of all initial preparation candidates prior to student teaching, but did not specify that KFETS had to be used to fulfill the requirements.

In fact, once KFETS was developed, all EPPs were strongly encouraged (required) to utilize KFETS to carry out the expectations of 16 KAR 5:040 section 2. Although KFETS has many positive components, as currently configured it is laborious to use and inflexible in terms of reporting. So many personnel resources are required to keep up with KFETS that institutions are reluctant to take on technology development projects that might more adequately manage their clinical model components.

EPPs in Kentucky are required by regulation and by accreditation standards to be “clinically based” and to provide their candidates with high quality diverse field experiences across all levels of P12 education. EPPs in Kentucky affirm the intent of these regulatory requirements

and standards, and are accountable to maintain the necessary systematic procedures to ensure that their candidates are in compliance.

KACTE-KITEP believes that EPPs can comply with Section 2 (as currently worded) without utilizing KFETS. KACTE-KITEP also believes that if an institution does not use KFETS, it will do no harm to the EPSB in its ability to promote high quality teacher education in Kentucky.

A poll carried out by UK in 2018 found that of the 22 EPPs that responded, that more than half of them reported using both KFETS and other local systems to manage required field experiences. In other words, institutions found that they needed more data or process control than that provided by KFETS.

KACTE-KITEP asserts that if those institutions that had the resources to do so were encouraged to develop innovative ways to track and manage their clinically based field experiences, that those innovations would begin to develop in Kentucky; for benefit of all educator preparation.

For example, the University of Kentucky utilizes its own OTIS Online Portfolio and Program Tracking system as the tool for students to record their field experiences and to document accomplishment of all of the required categories of field experiences. UK has found that the OTIS online portfolio system integrates a wide range of KDE data from the Kentucky Schools Directory and the School Report Card data downloads to make a wide range of information about school characteristics available both to candidates and faculty leaders. UK's OTIS field experience recording tools are well integrated into all aspects of UK's professional portfolio system and assessment system.

At Western Kentucky University, prior to the implementation of KFETS, their EPP developed and maintained a fieldwork tracking system within the E-PASS Accountability System. E-PASS integrated school based information from the National Center for Education Statistics (NCES) and candidate based information. Development and use of that system ceased once KFETS was required. WKU has indicated a desire to again consider development of a field experience tracking component to be re-integrated into their E-PASS System, if this waiver were to be approved.

The University of Louisville College of Education and Human Development (CEHD) requires the candidates to enter their field placement data in the KFETS system. The candidates also upload their "Record of Field Experiences" field logs into the electronic assessment system for the Office of Educator Development and Clinical Practice (OEDCP) as part of capturing and reviewing of field hours completed by the candidates."

2. State the extraordinary circumstance(s) that caused you to initiate this request:

16 KAR 5:0404, Section 2, part 3 has an implementation date of July 1, 2019, for all institutions to use KFETS to record candidate field hours in initial preparation programs. If this waiver is granted, those institutions that either do not use KFETS, or that wish to begin/continue development of new technology systems to manage field hours will be able to continue doing so without being out of compliance.

3. Detail all attempts made to resolve this situation before pursuing this waiver request (attach supporting documents and/or explanation as needed):

N/A



KENTUCKY ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
Established 1977

Alice Lloyd College
Asbury University
Bellarmine University
Berea College
Brescia University
Campbellsville University
Centre College
Eastern Kentucky University
Georgetown College
Kentucky Christian University
Kentucky State University
Kentucky Wesleyan College
Lindsey Wilson College
Midway University
Morehead State University
Murray State University
Northern Kentucky University
University of Pikeville
Spalding University
Thomas More University
Transylvania University
Union College
University of the Cumberlands
University of Kentucky
University of Louisville
Western Kentucky University

May 2, 2019

Dear Allison,

This letter verifies that KACTE supports the attached Waiver Request of 16 KAR 5:040, Section 2, part three.

Our KITEP committee has been reviewing this issue during this year and decided to submit a waiver request to allow EPPs to either use KFETS or a locally-developed system to track and manage the field hours required by 16 KAR 5:040, Section 2.

As President of KACTE, I am confirming our support for this waiver request.

If you have any questions, please feel free to contact me.

Sincerely,

Yoli Carter, PhD
KACTE President



KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 5:040. Request to Place Out of State Student Teacher in a Kentucky District

Action Question:

Should the Education Professional Standards Board (EPSB) approve the request to allow an out of state student teacher to be placed in a Kentucky district?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.042, 16 KAR 5:040

History/Background:

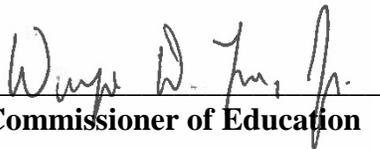
Existing Policy: KRS 161.042(2) states, “Within the provisions established by the Education Professional Standards Board, local boards of education are authorized to enter into cooperative agreements, including financial arrangements, with colleges and universities for the purpose of providing professional laboratory experiences and student teaching experiences for students preparing for the education profession.” 16 KAR 5:040 establishes the provisions for student teaching through an educator preparation program approved by the EPSB.

Summary: The University of Central Missouri currently has a student, Autumn Stelmaszak, who is an Art Education K-12 major. Ms. Stelmaszak will be student teaching this fall. This summer, her husband was transferred to Louisville, Kentucky, and Ms. Stelmaszak requested that her student teaching experience take place in the Jefferson County Schools. The district has notified the university that the EPSB must approve this placement before the district will accept Ms. Stelmaszak as a student teacher. The University of Central Missouri has no plans to place any other student teachers in Kentucky.

Budget Impact: There is no budgetary impact.

Contact Person:

Allison Bell, Branch Manager
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Office of Educator Licensure and Effectiveness
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Email: allison.bell@education.ky.gov


Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 4:060. Request to Waive Renewal Requirements Due to Work Related Injury

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 4:060 be waived and a 5 year renewal be issued?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 4:060

History/Background:

Existing Policy: 16 KAR 4:060 requires that for an educator to renew a certificate, the educator must obtain three years of teaching experience or six semester hours of new graduate coursework since the certificate was last issued or renewed.

Summary: Jonathanon Isray applied for certification in Kentucky in 2014, but did not become employed in a Kentucky school district until the 2016-2017 school year. He was injured while on the job at Stuart Middle School in Jefferson County and immediately filed a Workman's Compensation claim. Mr. Isray is currently under a doctor's care and has not been released to go back to work. He has only one year of the required three years of experience, and due to the reduced income, has not been able to complete six graduate hours. Due to the extenuating medical circumstances, Mr. Isray is requesting that the board waive the requirement of three years of experience, and allow him to renew his certificate which is due to expire June 30, 2019.

Budget Impact: There is no budgetary impact.

Contact Person:

Crystal Hord, Branch Manager
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Office of Educator Licensure and Effectiveness
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Email: crystal.hord@education.ky.gov



Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Hope Lacefield

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

161.028, 16 KAR 2:120

History/Background:

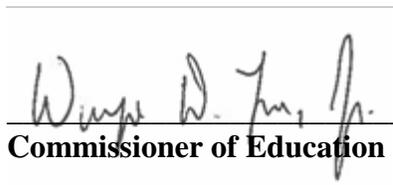
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Hope Lacefield is currently emergency certified as a high school math teacher in Bullitt County Schools. She is working with the University of the Cumberlands to be admitted to the Master of Arts in Teaching program, in order to be eligible for alternative certification through Option 6 in secondary math. The district has not been able to find certified math teachers, and thus, is requesting a second emergency certificate in secondary math for the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

Contact Person:

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Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Ashley Smith

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

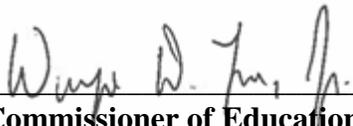
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Ashley Smith is currently enrolled in University of the Cumberlands' Master of Arts in Teaching program leading to P-5 certification, but has not completed the required practicum. The institution requires passage of all Praxis assessments before students can enroll in the practicum, but Ms. Smith has not yet met this requirement. She has used all three years of eligibility on her Temporary Provisional Certificate and previously held an Emergency Certification prior to enrolling in the program. Lee County Schools struggles to find qualified applicants in many positions, including elementary grades, and would like to retain this teacher since she is also native to the district.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Samantha Fowler

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

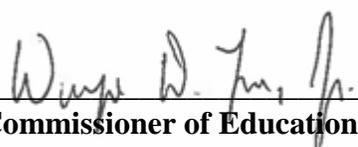
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Samantha Fowler is currently employed on an emergency certification as a .4 teacher at West Jessamine High School teaching American Sign Language (ASL) courses. At this time, there are no approved teacher preparation programs in Kentucky for ASL certification. Ms. Fowler has been in contact with Gallaudet University in Washington D.C. to pursue their ASL teacher certification program, but at this time that program has not been approved for certification in Kentucky. Jessamine County Schools would like to continue the ASL world language program and requests emergency certification for Ms. Fowler for the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Michael Bramlett

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

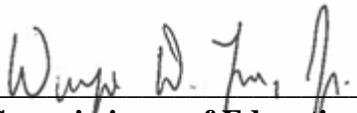
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Michael Bramlett holds elementary certification and is employed by West Point Independent Schools. He has taught all subjects at the elementary level, including Physical Education (PE), for several years. The district has posted a PE vacancy and advertised several times since October 2017, but has struggled to find qualified teachers. The district has utilized emergency certification for this position for the past few years. Mr. Bramlett was emergency certified in PE for the 2018-2019 school year. The district has had no applicants for the position and is requesting a second emergency certification for this teacher for the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Jason Jennings

Action Question:

Should the Education Professional Standards Board approve the request that the requirements of 16 KAR 2:120 be waived for a second issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

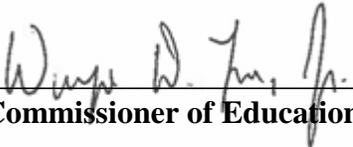
Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule.

Summary: Jason Jennings served as a special education teacher at Hopkinsville High School on an emergency certificate for the 2018-2019 school year. The district has been unable to find certified applicants to fill this position and noted that Mr. Jennings has done an outstanding job this year. He is pursuing enrollment in the Master of Arts in Teaching alternative certification program through the University of the Cumberlands, but has not yet met the requirements for admission. The district requests this waiver for a second emergency certification for the 2019-2020 school year.

Budget Impact: There is no budgetary impact.

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Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 2:010. Request to Waive Grade Level Restrictions for Two Owsley County Teachers: Tammy Clifton and Carrie Smith

Action Question:

Should the Education Professional Standards Board approve the district's request that the grade restriction requirements of 16 KAR 2:010 be waived for the 2019-2020 school year to allow two elementary certified teachers to teach 6th grade in a building that would house grades 6-12?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:010

History/Background:

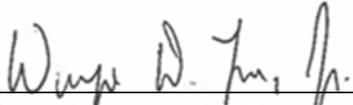
Existing Policy: 16 KAR 2:010 allows for elementary certified teachers to teach up to 6th grade in a school setting where 6th grade is housed with 5th grade. Middle school configurations require teachers to hold valid certification for teaching in the middle grades.

Summary: The Owsley County Board of Education is considering reconfiguration of the district's two schools (K-5; 6-12) due to declining student population and loss of revenue. The district requests a waiver of teacher certification requirements to enable two elementary certified teachers to teach 6th grade in a building that would house grades 6-12.

Budget Impact: There is no budgetary impact.

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Commissioner of Education

Date:

June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Option 1 Alternative Route to Certification Application, Benjamin Evans

Action Question:

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

Applicable Statute or Regulation:

KRS 161.048, 161.030, 161.028, 16 KAR 9:010

History/Background:

Existing Policy: The applicant must meet a minimum GPA requirement, and must have either a major in the academic area, or passing score on the academic content assessment. The applicant must also have a job offer in the academic area for which certification is requested in a Kentucky school district.

Summary: Jefferson County Public Schools (JCPS) has submitted the CA-265 application and portfolio for Benjamin Evans. The district is requesting that the EPSB approve his application for certification in the area of **Science, Grades 5-9**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

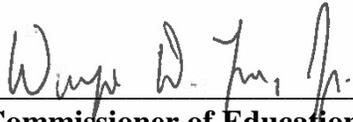
Groups Consulted and Brief Summary of Responses:

Rob Akers, Associate Commissioner
Todd Davis, Director
Crystal Hord, Program Consultant

The applicant meets the minimum GPA requirement, and has a major in the academic area. JCPS has offered the applicant a job as a middle school science teacher. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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Commissioner of Education

Date:
June 17, 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

Option 1 Alternative Route to Certification Application, Tatyana Pinyayev

Action Question:

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

Applicable Statute or Regulation:

KRS 161.048, 161.030, 161.028, 16 KAR 9:010

History/Background:

Existing Policy: The applicant must meet a minimum GPA requirement, and must have either a major in the academic area, or passing score on the academic content assessment. The applicant must also have a job offer in the academic area for which certification is requested in a Kentucky school district.

Summary: Diocese of Covington Schools has submitted the CA-265 application and portfolio for Tatyana Pinyayev. The Dioceses is requesting that the EPSB approve her application for certification in the area of **Chemistry, Grades 8-12**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

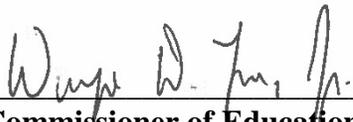
Groups Consulted and Brief Summary of Responses:

Rob Akers, Associate Commissioner
Todd Davis, Director
Crystal Hord, Program Consultant

The applicant meets the minimum GPA requirement, and has a major in the academic area. The Diocese has offered the applicant a job as a high school chemistry teacher. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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