

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, February 10, 2020

EPSB Waiver Committee

8:30 AM ET – Conference Room 516

EPSB Regular Meeting Agenda

9:00 AM ET – State Board Room

Call to Order

Swearing in of New EPSB Members

Roll Call

Open Speak

Approval of Interim Commissioner's Designee

Approval of Consent Items

- A. Approval of December 9, 2019, EPSB Meeting Minutes
- B. Approval for the National Education Association/Kentucky Education Association's Online Trainings (Ms. Chelsea Young)
- C. Request to Offer Programs at an Off-Site Location, Campbellsville University (Ms. Allison Bell)
- D. Campbellsville University Program Approval: Director of Pupil Personnel and Supervisor of Instruction (Ms. Bell)
- E. Georgetown College Program Approval: Director of Pupil Personnel, Director of Special Education, School Superintendent, and Supervisor of Instruction (Ms. Bell)
- F. Request for SARA Approval for Western Governors University's School Principal Program (Ms. Sharon Salsman)
- G. 16 KAR 5:040. Alternative Student Teaching Placement Request for Jordan Evans (Ms. Bell)
- H. 16 KAR 5:040. Alternative Student Teaching Placement Request for Erika Clark (Ms. Bell)

- I. 16 KAR 5:040. Alternative Student Teaching Placement Request for Nicole Lightfoot (Ms. Bell)
- J. 16 KAR 5:040. Alternative Student Teaching Placement Request for Kaylee Payne (Ms. Bell)
- K. 16 KAR 5:040. Alternative Student Teaching Placement Request for Cody Starns (Ms. Bell)
- L. 16 KAR 5:040. Alternative Student Teaching Placement Request for Katrina Gold (Ms. Bell)

Report of the Executive Secretary

- 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

- A. Appointment of Waiver Committee Alternate

Information/Discussion Items

- A. Association for Advancing Quality in Educator Preparation (Mr. Rob Akers)

Action Items

- A. 16 KAR 5:020, Standards for Admission to Educator Preparation, Amendment (Ms. Salsman)
- B. Berea College: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Margaret Hockensmith)

Waivers

- A. 16 KAR 5:040. Request to Waive Required Number of Student Teaching Days for Reagan Yokam (Ms. Bell)
- B. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Anthony Akers (Ms. Crystal Hord)
- C. 16 KAR 2:120. Request to Waive Required GPA for Issuance of an Emergency Certificate for Lincoln County Schools (Ms. Hord)
- D. 16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Praxis II for Tiffany Kirk (Ms. Hord)
- E. 16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Praxis II for Melinda Stallons (Ms. Hord)
- F. 16 KAR 8:020. Request to Allow a Master of Arts in Coaching and Athletic Administration for Rank II Tyler Walker (Ms. Hord)
- G. 16 KAR 4:080. Request to Allow Professional Development to Meet Recency Requirements for Chanelle Collins (Ms. Hord)

H. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Erin Glass (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:

April 13, 2020
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the December 9, 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

Vice Chair Justin Mitchell called the meeting to order at 9:01 a.m. ET. He read the mission statement to the EPSB and audience.

Roll Call

The following Board members were present during the December 9, 2019, EPSB meeting:

David Dalton, Johnathan Gay, Melinda Goble, Justin Mitchell, Daniel Morgan, Sherry Powers, Adam Smith, Elizabeth Smith, Jamie Stickler, Steven Thomas, Ashley Vice, and Rachel Watson.

CPE: Melissa Bell

Open Speak

Ms. Kara Brown spoke about IECE Certification, program admission requirements, and her teaching experience. She will submit a folder for Option 6 consideration prior to the February meeting and asks the EPSB for consideration.

Approval of Consent Items

Approval of October 28, 2019, EPSB Meeting Minutes

Approval for the Kentucky Education Association's Cultural Diversity Training

Northern Kentucky University Program

2019-086

Motion made by Mr. David Dalton, seconded by Dr. Sherry Powers, to approve the consent agenda items.

Vote: *Unanimous*

Report of the Commissioner

Report from the Council on Postsecondary Education

Dr. Melissa Bell reported that the Data Dashboard has been updated to highlight the success of students by county of origin. The *Degrees When Due* national initiative is working with institutions to locate adults who previously attended college without completing their degrees to help them return and complete their degrees. On October 1st, CPE made presentations to the Interim Joint Committee on Appropriations and Revenue on the performance-funding model and to the Education Subcommittee on college affordability and financial aid.

Report of the Associate Commissioner

Mr. Rob Akers welcomed the new members. He stated that OELE staff continue to market the GoTeach KY Teacher Recruitment project and assist EPPs in establishing the Educator Rising Collegiate Chapters. Staff continues to work on streamlining regulations to assist candidates through alternative routes and increase flexibility for EPPs. OELE has received applications for Option 2 - Continued Education, and has received interest in the Option 7 Summer Institute Program. Staff is also working on regulations around accreditation and program review. Mr. Akers told the Board to expect a presentation in the future on a teacher residency program that is the result of collaboration between JCPS and the University of Louisville.

Other Updates

Commissioner Lewis thanked OELE staff and Mr. Akers for their hard work in regulations.

Information/Discussion Items

Praxis Core Academic Skills for Educators Mathematics

Representatives from Educational Testing Services (ETS) presented updates to the Praxis Core Academic Skills for Educators (CASE) exam. ETS will be discontinuing the Mathematics (5732) exam in the Fall 2020, but provided information on the new CASE Mathematics exam (5733).

Action Items

Priorities for the 2020 Regular Session of the Kentucky General Assembly

2019-087

The EPSB will be seeking to expand the applicant pool for District Training Programs, to allow National Board Certification to qualify for Rank II, and to remove the Kentucky Specialty Exam for Principal Certification.

Motion made by Mr. Jonathan Gay, seconded by Ms. Ashley Vice, to approve.

Vote: *Unanimous*

16 KAR 9:010, Exceptional Work Experience, Amendment

2019-088

The EPSB had an in-depth discussion on the proposed amendments to 16 KAR 9:010. The discussion focused on the definition of exceptional work experience and the application of the

route to population-based certificates. The Board asked staff to prepare a guidance document prior to the next meeting.

Motion made by Mr. Dalton, seconded by Dr. Powers, to table the item to make revisions and draft guidelines.

Vote: *Unanimous*

16 KAR 9:060, The District Training Program for Preparation of Candidates for Initial Teacher Certification, Amendment

2019-089

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

Vote: *Unanimous*

16 KAR 9:071, Notice of Repeal of 16 KAR 9:050 and 9:070

2019-090

Motion made by Mr. Morgan, seconded by Mr. Adam Smith, to approve.

Vote: *Unanimous*

Request for SARA Approval for Western Governors University's Learning and Behavior Disorders P-12 Initial Certification Program

2019-091

Motion made by Ms. Vice, seconded by Mr. Smith, to approve.

Vote: *Unanimous*

SARA Approvals will be presented to the Board as Consent Items at future meetings.

Waivers

16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements for Jackie Brosky

2019-092

Motion made by Mr. Dalton, seconded by Mr. Steven Thomas, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Amanda Covert

2019-093

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

Vote: *Unanimous (Ms. Vice recused)*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Maria Miles

2019-094

Motion made by Mr. Smith, seconded by Ms. Vice, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Valerie Skillman

2019-095

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

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Marianne Trimble

2019-096

Motion made by Ms. Rachel Watson, seconded by Ms. Melinda Goble, to approve the waiver.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Required GPA for Issuance of an Emergency Certificate for Anderson County Schools

2019-097

Motion made by Mr. Dalton, seconded by Ms. Watson, to deny the waiver.

Vote: *Unanimous*

16 KAR 2:010. Request to Waive Grade Level Restrictions for Mechelle Morgan

2019-098

Motion made by Ms. Smith, seconded by Mr. Gay, to approve the waiver.

Vote: *Unanimous*

16 KAR 3:060. Request to Allow Other Experience to Meet the Requirement of Two Years of School Counselor Experience for LaShala Goodwin

2019-099

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

Vote: *Unanimous (Mr. Morgan recused)*

Board Comments

Vice Chair Justin Mitchell recommended a “work-day” for the members to review the Options for alternative certification.

Motion made by Ms. Vice, seconded by Mr. Morgan, 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. Stickler seconded by Dr. Powers, to return to open session.

Vote: *Unanimous*

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

David Dalton, Johnathan Gay, Melinda Goble, Justin Mitchell, Daniel Morgan, Sherry Powers, Adam Smith, Elizabeth Smith, Jamie Stickler, Steven Thomas, Ashley Vice, and Rachel Watson.

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

Initial Case Review

<u>Case Number</u>	<u>Decision</u>	
1909879	Admonish	
1908813	Dismissed	
1908773	Attorney Review	
1909899	Attorney Review	
1909893	Attorney Review	<i>(Mr. Smith recused)</i>
1908769	Attorney Review	
1909895	Attorney Review	
1908817	Attorney Review	
1908749	Attorney Review	
1908753	Attorney Review	<i>(Ms. Watson recused)</i>
1908771	Attorney Review	
1908755	Attorney Review	
1906649	Attorney Review	
19011	Attorney Review	
1909891	Attorney Review	
1909901	Attorney Review	
1909905	Admonish	
1908797	Defer	
1909903	Admonish & Training	

1909859	Attorney Review
1908751	Attorney Review
1910983	Attorney Review
1908779	Attorney Review
1908781	Attorney Review
1908783	Attorney Review
1909869	Attorney Review
1908815	Attorney Review
1906667	Attorney Review
1909857	Dismissed
1906685	Dismissed
1908821	Admonish & Training
1908819	Admonish & Training
1908823	Admonish & Training
1909843	Dismissed
1909911	Attorney Review
1909913	Attorney Review
1909907	Attorney Review
1908791	Dismissed
1908789	Attorney Review
1908809	Attorney Review
1908807	Defer for Training
1908825	Admonish & Training
1908803	Attorney Review
1908785	Attorney Review
1909847	Dismissed
1908765	Attorney Review
1909883	Defer for Training
1908761	Defer for Training
1908747	Attorney Review
1411777	Refer to Hearing
17081327	Refer to Hearing
1512863	Refer to Hearing
1608507	Refer to Hearing
1702251	Refer to Hearing
170281	Refer to Hearing
17081315	Refer to Hearing
18101289	Refer to Hearing
1904411	Defer
19015	Attorney Review
19017	Dismissed
18111349	Attorney Review
190129	No Further Action
1611925	Dismissed
1906587	Dismissed
1905495	Dismissed

1904389	Dismissed
1904407	Dismissed
1902231	Dismissed
190163	Dismissed
190165	Dismissed
190161	Dismissed
1904347	Dismissed
1904349	Dismissed
1904433	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
191763	Approve
191784	Approve
191791	Deny
191790	Approve
181773	Deny
191805	Approve
191818	Approve
191813	Approve
191817	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.
191827	Approve
191159	Defer
191839	Approve
191776	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.
191742	Approve
191748	Approve
191751	Approve
191766	Approve
191769	Approve
191771	Approve
191777	Approve
191781	Approve
191785	Approve
191788	Approve
191795	Deny
1943	Approve
191814	Deny
191773	Approve
191831	Deny
191835	Approve

Agreed Orders

Case Number

1407395 Karen Schneider

Decision

Accept Agreed Order admonishing Schneider for her lack of professional judgment when she brought alcohol in a water bottle with her to work and engaged in unprofessional conduct regarding her colleagues.

Certificate Number 200406370 is hereby suspended for six (6) months.

Schneider is not currently utilizing her certification. However, prior to accepting a certified position in the Commonwealth, she must comply with the following:

1. Schneider shall provide written proof to the Board that she has successfully completed twelve (12) hours of ethics training, as approved by the Board, which shall include instruction on appropriate teacher/student boundaries. Any expense incurred for said training shall be paid for by Schneider. Failure to satisfy this condition shall result in an administrative suspension until such condition is satisfied.
2. Schneider shall submit written proof to the Board that she has successfully completed a substance abuse assessment by a Board approved provider. Any expense incurred for the assessment and follow up shall be paid for by Schneider. Failure to satisfy this condition shall result in an administrative suspension until such condition is satisfied.

Additionally, upon accepting a certified position, Schneider's certificate shall be placed on a probationary period of two (2) years with the following conditions:

1. Schneider shall submit proof of compliance with any recommendations provided by the substance abuse assessment every thirty (30) days until completion beginning 30 days after the initial assessment. Failure to satisfy this condition shall result in an administrative suspension until such condition is satisfied.

2. Schneider shall have no further disciplinary actions.

“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 abide by this condition shall result in an automatic suspension of certificate number 200406370 pending further review and disposition by the Board.

Schneider 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*

1507503 Brian Walters

Accept Agreed Order admonishing Walters for becoming involved in a domestic dispute in 2015 that resulted in a plea of guilty to a misdemeanor. The Board believes that any misdemeanor conviction reflects poorly upon a licensed educator, regardless of the circumstances.

Walters has submitted proof that he has completed twelve (12) hours of Professional Development training.

Walters shall complete a fit-for-duty assessment by a qualified mental health provider, as approved by the Board, and follow through with any recommendations given by the provider. Walters shall submit proof of the completed assessment to the Board. Additionally, Walters shall submit proof he is working toward completing any recommendations every thirty (30) days until the provider deems he has completed all recommendations. Any cost incurred shall be paid for by Walters. Failure to abide by this condition shall result in an administrative suspension until the condition is satisfied.

Additionally, any certificate issued to Walters, or on his behalf, shall be subject to the following probationary conditions for a period of two (2) years:

1. Walters shall not be convicted of, enter a plea of guilty or nolo contendere to, any crime involving domestic violence/disorderly conduct.
2. Walters shall receive no disciplinary from any school district in which he is employed. "Disciplinary action" is defined as a 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.

Should Walters violate the above conditions, certificate number 199801420 shall be automatically suspended pending Board review and disposition.

Walters 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*

1405247 Bethany Taylor

Accept Agreed Order admonishing Taylor for her lack of professional judgment. The Board reminds Taylor that as an educator in the Commonwealth of Kentucky she has a duty to maintain the dignity and integrity of the profession which includes communicating with appropriate parties to ensure she is fit and effective in her profession.

Vote: *Unanimous*

18081157 Michael Dillon

Accept Agreed Order stating Dillon shall not participate in state testing until he provides written proof to the Board that he has completed Administration Code training. If Dillon fails to satisfy this condition, Certificate Number 200229294 shall be administratively suspended until he provides the appropriate written proof to the Board. Dillon 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*

1903291 Logan Gilbert

Accept Agreed Order admonishing Gilbert for his lack of professional judgment in interactions with students. Engaging in sexually inappropriate conversations with students is unacceptable, as an education professional, it is

Gilbert'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. He is also reminded to be more cognizant of how his behavior could be misconstrued.

Upon acceptance of this agreement by the Board, Certificate Number 201195449 shall be suspended for a period of one (1) year. Gilbert shall not apply for nor be issued any certification during the suspension period and shall not hold a certified position.

Prior to reinstatement, Gilbert shall:

1. Provide written proof that he has completed a professional development course in the area of educator ethics, as approved by the Board. Any expense incurred for said training shall be paid by Gilbert. If Gilbert fails to satisfy this condition, Certificate Number 201195449 shall be not be reinstated until such condition is satisfied.
2. Provide written proof that he has completed a professional development course in the area of professionalism, as approved by the Board. Any expense incurred for said training shall be paid by Gilbert. If Gilbert fails to satisfy this condition, Certificate Number 201195449 shall be not be reinstated until such condition is satisfied.
3. Provide written proof that he has completed a professional development course in the area of appropriate student teacher boundaries, as approved by the Board. Any expense incurred for said training shall be paid by Gilbert. If Gilbert fails to satisfy these conditions, Certificate Number 201195449 shall be not be reinstated until such condition is satisfied.
4. Provide written proof that he has completed a professional development course in the area of classroom management, as approved by the Board. Any expense incurred for said training shall be paid by Gilbert. If Gilbert fails to satisfy these conditions,

Certificate Number 201195449 shall be not be reinstated until such condition is satisfied.

Certificate Number 201125184 shall be subject to a five (5) year probationary period:

1. Gilbert shall not receive any disciplinary action 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 Gilbert fails to satisfy this condition, Certificate Number 201195449 shall be automatically suspended pending review and disposition by the Board.

Gilbert 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*

1904397 Allison Conley

Accept Agreed Order admonishing Conley for her lack of professional judgment during the above interaction with students. Conley is reminded that as a teacher she is held to a higher standard and must uphold the dignity and integrity of the profession. The Board will not tolerate any further infractions from Conley.

Conley shall complete a course on the Professional Code of Ethics by February 1, 2020, as approved by the Board. Any expense required for said training shall be paid by Conley. Failure to abide by this condition shall result in an administrative suspension of her certificate until proof of completion has been submitted to the Board.

Conley 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*

070461 Susan Hanks

Accept Agreed Order admonishing Hanks for exercising poor professional judgment and for failing to properly manage a student's behavior. The Board recognizes that students are going to misbehave and disrupt the classroom setting, but an educator must remain aware of the line between appropriate and inappropriate physical intervention when interacting with a student. The Board reminds Hanks that she has a duty to protect the health and safety of students and to set a positive example for her students. The Board will not tolerate any further incidents of misconduct from Hanks.

Hanks has provided proof that she completed the Kentucky Department of Education's restraint and seclusions trainings entitled Promoting Positive Behavior in Schools I, II & III.

Additionally, Hanks has since retired and is unable to complete any further training. However, should she return to the classroom, Certificate Number 200204862 shall be subject to the following probationary condition:

1. Hanks shall submit written proof to the Board that she has completed twelve (12) hours of professional development or training in the area of classroom management, as approved by the Board. Any expense required for said training shall be paid by Hanks. Should Hanks fail to satisfy this condition within six (6) months of returning to the profession Certificate Number 200204862 shall be administratively suspended until such condition is satisfied.

Hanks 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 (Mr. Morgan recused)*

1805793 Kimberly Hollingsworth

Accept Agreed Order revoking Certificate Number 200231592 for a period of ten (10) years from the date of this Order. Hollingsworth 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.

In addition to any educational and assessment requirements necessary for certification at the time, Hollingsworth shall comply with the following conditions prior to reissuance of Certificate Number 200231592:

1. Hollingsworth shall submit written proof to the Board that she has complied with a comprehensive substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board, and has successfully completed all treatment recommendations proposed by the counselor. The assessment shall be completed within three months of her application for reissuance. Hollingsworth shall pay any expense incurred. Certificate Number 200231592 shall not be reissued until such condition is satisfied.
2. Hollingsworth shall provide written proof to the Board that she has been assessed by a state certified mental health counselor, as approved by the Board, and is competent to fulfill her duties as an educator. Hollingsworth shall provide proof that she has complied with any treatment recommendations proposed by the mental health counselor. Hollingsworth shall pay any expense incurred. Certificate Number 200231592 shall not be reissued until such condition is satisfied.

Upon reissuance, Certificate Number 200231592 and any new endorsements or new areas of certification shall be subject to the following probationary conditions:

1. Hollingsworth shall submit 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. Hollingsworth shall pay any expense incurred. If Hollingsworth fails to satisfy any portion of this condition, any and all certificates issued to her shall be administratively suspended pending Board review and disposition.
2. Hollingsworth shall submit to the Board by July 1st of each year in which she holds an active certificate, a copy of her current criminal record, as prepared by

the Administrative Office of the Courts. Hollingsworth shall pay any expense incurred. If Hollingsworth fails to satisfy this condition, any and all certificates issued to her shall be administratively suspended until such condition is satisfied.

3. Hollingsworth shall have no criminal convictions involving the use and/or possession of a controlled substance or endangering the welfare of a child or children. If Hollingsworth is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of a controlled substance, she shall submit this information to the Board, in writing, within thirty (30) days. If Hollingsworth fails to satisfy any portion of this condition, any and all certificates issued to her shall be administratively suspended pending Board review and disposition.
4. Hollingsworth shall not receive any disciplinary action involving the use and/or possession of a controlled substance or endangering the welfare of a child or children, from any school district in which she is employed. If Hollingsworth fails to satisfy this condition, any and all certificates issued to her 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.

Hollingsworth 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 (Mr. Morgan recused)*

1905507 Rebecca Ratliff

Accept Agreed Order suspending Certificate Number 000020551 for two years from the date of this Order.

Upon completion of the suspension period, but prior to Ratliff accepting a certified position, in addition to any educational requirements required at that time, reinstatement is expressly conditioned upon the following:

1. Ratliff shall provide written proof to the Board that she has completed twelve (12) hours of professional development training in the area of educator ethics. Any expense incurred for said training shall be paid for by Ratliff. If Ratliff fails to satisfy this condition, Certificate Number 000020551 shall not be reinstated until such condition is fulfilled.

Upon reinstatement, Certificate Number 000020551 shall be subject to the following permanent probationary conditions:

1. Ratliff shall not be allowed to participate in any testing mandated either by Kentucky statute or by any regulation promulgated by the KDE. If Ratliff fails to satisfy this condition, Certificate Number 000020551 shall be automatically suspended pending review and disposition by the Board.
2. Upon employment as an educator in any Kentucky public school, Ratliff shall provide written notification to her supervisor that she is unable to participate in state mandated testing and shall file a copy of the written notice with the Board. If Ratliff fails to satisfy any part of this condition, Certificate Number 000020551 shall be automatically suspended pending review and disposition by the Board.
3. By May 31 of each year of her employment in a Kentucky public school, Ratliff shall submit a letter from her supervisor to the Board confirming that she did not participate in any state mandated testing during the school year. If Ratliff fails to satisfy any part of this condition, any certificate issued to her shall be

automatically suspended pending review and disposition by the Board.

Ratliff 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*

1805791 Justin Hollingsworth

Accept Agreed Order revoking Certificate Number 200304508 for a period of five (5) years from the date of this Order. Hollingsworth 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. 5th Floor, Frankfort, Kentucky 40601.

In addition to any educational and assessment requirements necessary for certification at the time, Hollingsworth shall comply with the following conditions prior to reissuance of Certificate Number 200304508:

1. Hollingsworth shall submit written proof to the Board that he has complied with a comprehensive substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board, and has successfully completed all treatment recommendations proposed by the counselor. The assessment shall be completed within three months of his application for reissuance. Hollingsworth shall pay any expense incurred. Certificate Number 200304508 shall not be reissued until such condition is satisfied.
2. Hollingsworth shall provide written proof to the Board that he has been assessed by a state certified mental health counselor, as approved by the Board, and is competent to fulfill his duties as an educator. Hollingsworth shall provide proof that he has complied with any treatment recommendations proposed by the mental health counselor. Hollingsworth shall pay any expense incurred. Certificate Number 200304508 shall not be reissued until such condition is satisfied.

Upon reissuance, Certificate Number 200304508 and any new endorsements or new areas of certification shall be subject to the following probationary conditions for five (5) years:

1. Hollingsworth shall submit to the Board by July 1st of each year in which he holds an active certificate, a copy of his current criminal record, as prepared by the Administrative Office of the Courts. Hollingsworth shall pay any expense incurred. If Hollingsworth fails to satisfy this condition, any and all certificates issued to him shall be administratively suspended until such condition is satisfied.
2. Hollingsworth shall have no criminal convictions involving the use and/or possession of a controlled substance or endangering the welfare of a child or children. If Hollingsworth is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of a controlled substance, he shall submit this information to the Board, in writing, within thirty (30) days. If Hollingsworth fails to satisfy any portion of this condition, any and all certificates issued to him shall be administratively suspended pending Board review and disposition.
3. Hollingsworth shall not receive any disciplinary action involving the use and/or possession of a controlled substance or endangering the welfare of a child or children, from any school district in which he is employed. If Hollingsworth fails to satisfy this condition, any and all certificates issued to him 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.

Hollingsworth 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 (Mr. Morgan recused)*

1905547 Jordan Kidd

Accept Agreed Order stating Certificate number 201191455 is currently expired. If Kidd returns to a certified position, he shall not participate in state testing until he provides written proof to the Board that he has completed Administration Code training. Any expense incurred for said training shall be paid for by Kidd. If Kidd fails to satisfy this condition, Certificate Number 201191455 shall be administratively suspended until such condition is satisfied.

Kidd 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*

17121599 Claudell Robertson

Accept Agreed Order stating Robertson shall not seek or accept any position of employment in Kentucky that requires educator certification. Should Robertson violate this agreement, any Certificate Number 201114017 shall be administratively suspended pending Board review and disposition.

Robertson 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*

17121631 Michelle Williams

Accept Agreed Order admonishing Williams for unprofessional behavior while managing the classroom. A teacher in the Commonwealth of Kentucky has a duty to protect the health, welfare, and safety of her students. The Board reminds Williams that, as an educator, she must maintain the dignity and integrity of the teaching profession, and set a positive example for her students. The Board recognizes that students will misbehave and disrupt the classroom; however, certified teachers are expected to handle these situations rationally and judiciously. The Board

will not tolerate any further incidents of misconduct from Williams.

Williams is retired and has no plans to return to the classroom. If Williams should accept a position requiring Kentucky teacher certification in the future, prior to employment she shall provide written proof to the Board, from a licensed/certified physician, as approved by the Board, that she has complied with a comprehensive health evaluation and is physically and mentally 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. Williams shall pay any expense incurred. If Williams fails to provide the proof prior to beginning a new position requiring certification, Certificate Number 38752 shall be administratively suspended until the proof is provided.

Prior to beginning a new position that requires Kentucky teacher certification, Williams shall provide written proof to the Board that she has taken a course of professional development/training on the topic of Professionalism. Any cost for said training shall be paid for by Williams. If Williams fails to provide the proof prior to beginning a new position requiring certification, Certificate 38752 shall be administratively suspended until the proof is provided.

Williams 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*

1903305 Paul Vitato

Accept Agreed Order admonishing Vitato for speaking to colleagues after being ordered by his principal to have no contact with those on school grounds. While the Board understands that a suspension pending investigation can be a stressful situation, it reminds Vitato that disobeying a superior's orders is not proper conduct under KRS 161.120 or the Code of Ethics. The Board urges Vitato not to put himself or his colleagues in such a situation in the future.

Vitato is no longer employed in the education profession. Prior to accepting a position requiring Kentucky teacher certification in the future, Vitato shall submit written proof that he has taken a course of training/professional

development on the topic of educator ethics. Any cost for said training shall be paid for by Vitato. Failure to provide written proof of this training prior to accepting a position requiring Kentucky teacher certification in the future will result in Certificate Number 200704100 being administratively suspended until such time as Vitato provides the written proof.

Vitato is no longer employed in the education profession. Prior to accepting a position requiring Kentucky teacher certification in the future, Vitato shall submit written proof that he has taken a course of training/professional development on the topic of classroom management. Any cost for said training shall be paid for by Vitato. Failure to provide written proof of this training prior to accepting a position requiring Kentucky teacher certification in the future will result in Certificate Number 200704100 being administratively suspended until such time as Vitato provides the written proof.

Vitato 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*

1902181 Julie Burkhardt

Burkhardt has provided written proof to the Board that she has taken a course of professional development/training on the subject of classroom management.

Burkhardt 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*

1904415 Wesley Scarberry

Accept Agreed Order retroactively suspending Certificate Number 200204944 from June 1, 2019 to July 15, 2019, a period of forty-five days.

On or before November 1, 2020, Scarberry shall provide proof to the Board that he has taken a course of training/professional development on the topic of educator ethics as approved by the Board. Scarberry shall pay any cost associated with the training. Failure to provide the written proof on or before November 1, 2020 will result in

Certificate Number 200204944 being administratively suspended until such time as Scarberry provides the proof.

On or before November 1, 2020, Scarberry shall provide proof to the Board that he has taken a course of training/professional development on the topic of Fiscal Management for Kentucky School Certified Personnel as approved by the Board. Scarberry shall pay any cost associated with the training. Failure to provide the written proof on or before November 1, 2020 will result in Certificate Number 200204944 being administratively suspended until such time as Scarberry provides the proof.

From the date the Board approves this Order, Certificate Number 200204944 will be under a probationary period of two years and subject to the following condition:

Scarberry shall not receive any disciplinary action from any school district in which he is employed. If Scarberry fails to satisfy this condition, any certificate issued to him 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 pursuant to KRS 161.790 and upheld, if requested, by either a tribunal and/or arbitration process including any appeal therefrom.

Scarberry 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*

1904431 Kyle Gordon

Accept Agreed Order admonishing Gordon for sending inappropriate communications to a student. Exchanging personal text messages with students is inappropriate no matter the intent. As an education professional, it is Gordon’s responsibility to set and maintain appropriate boundaries with all students.

Gordon is no longer employed in Kentucky public schools and his certification has expired. Prior to applying for renewal of his certification or applying for a new certification in the future, Gordon shall submit written proof

that he has taken a course of professional development/training on the subject of educator ethics. Any cost for said training shall be paid for by Gordon. Failure to provide this proof prior to applying for renewal or a new certification will result in Gordon's application not being processed until such proof is provided.

Gordon is no longer employed in Kentucky public schools and his certification has expired. Prior to applying for renewal of his certification or applying for a new certification in the future, Gordon shall submit written proof that he has taken a course of professional development/training on the subject of Appropriate Teacher/Student Boundaries. Any cost for said training shall be paid for by Gordon. Failure to provide this proof prior to applying for renewal or a new certification will result in Gordon's application not being processed until such proof is provided.

Gordon is no longer employed in Kentucky public schools and his certification has expired. Prior to applying for renewal of his certification or applying for a new certification in the future, Gordon shall submit 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, Gordon 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 Gordon from treatment. Gordon shall pay any expense incurred. Failure to provide this proof prior to applying for renewal or a new certification will result in Gordon's application not being processed until such proof is provided.

If Gordon should apply for renewal of his certification or a new certification in the future, he will be under a five year probation and subject to the following condition:

Gordon 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 Gordon fails to satisfy this condition, Certificate Number 201215242 or any other certificates held by Gordon shall be automatically 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 Gordon 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.

Gordon 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*

1906639 Tamatha Bradley

Accept Agreed Order retroactively suspending Certificate Number 199700900 for 1 year, from the period of November 1, 2018, to November 1, 2019.

Bradley has provided records showing that she has completed alcohol/substance abuse treatment. She has also provided numerous letters of recommendation.

If Bradley should decide to return to any position requiring Kentucky teacher certification, she shall provide written proof to the Board that she has taken six hours of training/professional development on the topic of educator ethics. Any cost for said training shall be paid for by Bradley. Failure to provide this proof prior to accepting a position requiring Kentucky teacher certification shall result in Certificate 199700900 being administratively suspended until such time as Bradley provides the written proof.

Prior to accepting a position requiring Kentucky teacher certification, Bradley shall provide written proof that she has undergone a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Any expense for the assessment and written reports shall be paid by Bradley.

If Bradley's chemical dependency counselor makes any treatment recommendations, Bradley shall comply with the treatment recommendations. Bradley shall submit quarterly written progress reports from her counselor to the Board until such time as the counselor releases her from treatment. Any expense for the treatment and/or written reports shall be paid by Bradley. Failure to comply with this condition will result in Certificate 199700900 being automatically suspended until Bradley is in compliance.

If Bradley should decide to return to a position requiring Kentucky teacher certification, Certificate 199700900 shall be under a 5 year probation period beginning on Bradley's first day of employment and will be subject to the following conditions:

1. Bradley shall submit to the Board by January 1st of each year during the probationary period documentation from her current treatment provider or Alcoholics Anonymous sponsor stating that she is maintaining sobriety and still seeking support and continued assistance in maintaining her sobriety. Bradley shall pay any expense incurred. If Bradley fails to satisfy this condition, Certificate Number 199700900 shall be administratively suspended until such condition is satisfied.
2. Bradley shall have no criminal convictions involving the use and/or possession of alcohol/controlled substance during the probationary period. If Bradley is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of alcohol/controlled substance, Bradley shall submit such documentation to the Board within thirty (30) days. If Bradley fails to satisfy any portion of this condition, Certificate Number 199700900 shall be administratively suspended pending Board review and disposition.
3. Bradley shall submit to the Board by January 1st of each year of the probationary period a copy of her current criminal record, as prepared by the Administrative Office of the Courts. Bradley shall pay any expense incurred. If Bradley fails to satisfy this condition, Certificate Number 199700900 shall

be administratively suspended until such condition is satisfied.

4. Bradley shall not receive any disciplinary action involving alcohol/controlled substance from any school district in which she is employed during the probationary period. If Bradley fails to satisfy this condition, Certificate Number 199700900 shall be automatically 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.

Bradley 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

110121 Ray Canady

Decision

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 200229607 is permanently revoked. Canady shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon issuance of this Order by the Board, Canady 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., 5th Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous (Mr. Smith recused)*

1407440 Martha Grundy

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 000064501 will not be renewed nor reissued in Respondent's lifetime.

Vote: *Unanimous*

1412847 Dana Calhoun

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Respondent is admonished for inappropriately grabbing a student by the

shirt and for continuous violations of IEP documentation. The Board reminds Respondent 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 future incidence of the kind by Respondent.

Respondent is not presently employed as a certified teacher. Should he decide to return to the profession in the future, Respondent shall complete the following conditions within one (1) year of accepting a certified position in the Commonwealth:

1a. Respondent shall provide written proof to the Board that he has attended six (6) hours of training in classroom management with an emphasis on de-escalation. Any expense involved in meeting this requirement shall be paid by Respondent. If Respondent fails to satisfy this condition, Certificate Number 201125488 shall be suspended until the condition is met.

1b. Respondent shall provide written proof to the Board that he has attended six (6) hours of training on Individualized Education Program documentation. Any expense involved in meeting this requirement shall be paid by Respondent. If Respondent fails to satisfy this condition, Certificate Number 201125488 shall be suspended until the condition is met.

Furthermore, upon acceptance of a certified position, Certificate Number 201125488 shall be on a two (2) year probation with the following conditions:

1. During the probationary period, Respondent shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky for inappropriate use of force or IEP violations. "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 Respondent fails to satisfy this condition, Certificate Number 201125488 shall automatically be suspended pending Board review and disposition.

Vote: *Unanimous*

1705926 Norris Domingue

Accept the hearing officer's Findings of Fact, Conclusions

of Law and Recommended Order that Certificate Number 201188091 is permanently revoked. Domingue shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon issuance of this Order by the Board, Domingue 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., 5th Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

16121057 Teresa Lopiccolo

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 201110800 is revoked for a period of three (3) years. During the revocation period, Respondent shall neither apply nor be issued an emergency substitute, teaching, or administrative certificate.

Prior to reissuance of Certificate Number 201110800, Respondent shall:

1. Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Respondent shall also submit written proof to the Board that she has complied with the assessment process.
2. Respondent shall submit written proof to the Board that she has professional development training on professionalism. Any expense for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, Certificate Number 201110800 shall be administratively suspended until such condition is satisfied and she provides the appropriate written proof to the Board.
3. Respondent shall submit written proof to the Board that she has professional development training on educator ethics. Any expense for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, Certificate Number 201110800 shall be administratively suspended until such condition is satisfied and she provides the appropriate written proof to the Board.

Upon the Board's acceptance of this Agreed Order, Certificate Number 201110800 and any future endorsements

or new areas of certification, shall be on probation for a period of five (5) years and subject to the following probationary conditions:

1. Respondent shall submit written progress reports from her chemical dependency counselor every thirty (30) days or until such time as the counselor releases her from treatment. Each progress report shall certify that Respondent is continuing to comply with any and all treatment recommendations, and that she remains fit and competent to fulfill her duties as an educator. Any expense for the assessment, treatment, and/or written reports shall be paid by Respondent. If Respondent fails to satisfy this condition, Certificate Number 201110800 shall be administratively suspended until such condition is satisfied and she provides the appropriate written proof to the Board.

2. In accordance with KRS 161.175, Respondent 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 Respondent. If Respondent tests positive for a prohibitive substance, Certificate Number 201110800 shall be administratively suspended pending review by the Board and subject to additional sanctions by the Board pursuant to KRS 161.120.

3. During the probationary period, Respondent shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky for neglect of duty.

“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 Respondent fails to satisfy this condition, Certificate Number 201110800 shall automatically be suspended pending review by the Board and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1803371 Dennis Millay

Accept the hearing officer’s Findings of Fact, Conclusions

of Law and Recommended Order that the Board enter a Final Order declining to reissue or renew Respondent's teaching certificate.

Vote: *Unanimous*

18111355 Nicholas Riley

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 201205601 is permanently revoked. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon issuance of this Order by the Board, Respondent 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., 5th Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

CF 16333 Christopher Parker

Reject the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order. Issue a Final Order in line with the Board's discussion upholding the Board's denial of Christopher Parker's application for certification.

Vote: *Unanimous*

Motion made by Mr. Morgan seconded by Ms. Smith to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 3:08 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Board Approval for NEA/KEA Online Trainings/Micro Credentials

Staff 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, eight of the courses cover educator ethics, and more specifically, the Model Code of Ethics for Educators (MCEE), which aligns with the Board's 2018 endorsement of the MCEE as a resource for educators.

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* also 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-three 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, as educators are responsible for the cost of any training they are required to complete for the EPSB.

Contact Person:

Chelsea Young, Deputy General Counsel

Office of Legal Services

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Request to Offer Programs at an Off-Site Location, Campbellsville University

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve Campbellsville University's request.

Rationale:

Campbellsville University has addressed the identified components of the applicable regulation in the request. These required components include the location and physical attributes, qualifications of faculty, and identified courses to be offered at the off-site location. Campbellsville University can provide the necessary resources, advisement and faculty to support the additional off-site location. Candidates will have full access to instructional and technological resources.

Action Question:

Should the EPSB approve the request to allow Campbellsville University to establish an off-site location for its Master of Arts in School Improvement (Rank II and Rank I) programs?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.042, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010, Section 28, requires EPSB approval for off-site and online programs established by educator preparation providers. The institution must submit a written request to the EPSB describing the location and physical attributes of the off-campus site, resources to be provided, faculty and their qualifications and a list of courses or programs to be offered.

Summary: Campbellsville University is requesting approval for an off-site campus in Woodford County in order to offer the Master of Arts in School Improvement programs leading to rank change. The superintendent of Woodford County Schools submitted a letter of support for this partnership with Campbellsville University in an effort to support the district's teachers and develop teacher leaders. This program will provide leadership opportunities with their schools and throughout the district. Coursework will be provided in both campus-based and online formats. Two courses from the professional education core will be held at Woodford County Middle School in Versailles. The remaining coursework will be delivered online. The school's PLC/learning lab will serve as the classroom and is equipped with smart board technology. The physical environment is supportive for collaborative activities including conference equipment, microphones and speaker system. The Campbellsville University library collection is available for candidate use through the online database. Advising will be scheduled face-to-face as well as

online with graduate program faculty and enrollment staff. Financial aid and admission supports will be provided by Campbellsville University faculty and staff.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Campbellsville University Program Approval: Director of Pupil Personnel and Supervisor of Instruction

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve Campbellsville University's Director of Pupil Personnel (DPP) and Supervisor of Instruction programs as recommended by the Program Review Committee.

Rationale:

The programs submitted by Campbellsville University demonstrate compliance with the EPSB regulations for admission and align with the standards established in 16 KAR 3:090. The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010; 16 KAR 3:090; 16 KAR 9:080) outlining program requirements for program approval as established by the EPSB. The programs have completed three stages of review and received a recommendation for approval from the Program Review Committee.

Action Question:

Should the EPSB approve the DPP and Supervisor of Instruction programs submitted by Campbellsville 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 Educator Preparation Branch, 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: The DPP and Supervisor of Instruction programs at Campbellsville University were designed in collaboration with regional partner administrators who helped develop the field experiences, assessment and course syllabi. The submitted DPP program includes Certification Only, Rank I Non-Degree, Specialist, Traditional and Option 6 routes. The submitted Supervisor of Instructor program includes Certification Only, Rank I Non-Degree, Rank I Master's, Specialist, Traditional and Option 6 routes. Campbellsville University has signed MOAs that outline the responsibilities of the EPP and each partner in recruiting high quality candidates, providing data and resources for use in coursework and field assignments, and in the data analysis and continuous improvement processes of the programs.

Admission criteria include a master's degree, 3.0 GPA, valid teaching certificate with a minimum of three years teaching experience, current professional growth plan, disposition self-assessment, letters of recommendation, signed Code of Ethics and leadership essay. Courses will be delivered online and include fieldwork with certified DPPs and Instructional Supervisors.

DPP Level I and Level II certification requires six hours of coursework for each level. Level I coursework addresses topics such as responsibilities of central office administrators, analysis of district program plans, strategic planning processes, district level continuous learning and improvement and creating coherent systems of support for empowering and developing principals as instructional leaders. Level I also requires an internship where candidates must complete in-depth investigations of the core responsibilities of a DPP and the additional related responsibilities. Level II coursework addresses student support services to address personal, social, or emotional deficits that impact academic success such as issues relating to attendance and truancy, disciplinary actions, drop-out rates, child abuse and neglect, parental involvement, residency compliance, Section 504 issues, homelessness and strategies for crisis intervention and violence prevention. Level II coursework also addresses strategies of collaboration between school and community resources, to work with families in crisis and develop relationships with key external resources. Level I coursework for the Supervisor of Instruction addresses topics such as responsibilities of central office administrators, analysis of district program plans, strategic planning processes, district level continuous learning and improvement and creating coherent systems of support for empowering and developing principals as instructional leaders. Coursework also addresses forms of formative and summative assessments, data analysis strategies and planning tools for student achievement and school improvement. Level II coursework addresses literacy instruction and assessment strategies, developing effective professional development and modeling instructional strategies. Coursework also addresses cognitive coaching strategies specific to mathematics. The exit requirements for both programs include completion of all coursework with a minimum 3.0 GPA, two disposition recommendations, completed field experience logs and satisfactory performance on the program culminating assessments. Eligibility for the Rank I Non-Degree is determined upon completion of a minimum of 30 graduate hours within the approved programs. The Specialist Degree program includes 51 hours of graduate level coursework.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff, Content Review Committee specialists and the Program Review Committee have reviewed these program proposals and determined that the programs meet the requirements for approval. The programs have completed the multi-tiered review process and received a recommendation for approval from the Program Review Committee.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Georgetown College Program Approval: Director of Pupil Personnel, Director of Special Education, School Superintendent and Supervisor of Instruction

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve Georgetown College's Director of Pupil Personnel (DPP), Director of Special Education (DoSE), School Superintendent and Supervisor of Instruction programs as recommended by the Program Review Committee.

Rationale:

The programs submitted by Georgetown College demonstrate compliance with the EPSB requirements for admission and align with the standards established in 16 KAR 3:090. The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010; 16 KAR 3:090) outlining program requirements for program approval as established by the EPSB. The programs have completed three stages of review and received a recommendation for approval from the Program Review Committee.

Action Question:

Should the EPSB approve the DPP, DoSE, School Superintendent and Supervisor of Instruction programs submitted by Georgetown College?

Applicable Statutes and Regulation:

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

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 Educator Preparation Branch, 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: The proposed DPP, DoSE, School Superintendent and Supervisor of Instruction programs at Georgetown College provide a blend of content mastery and practical experience. The programs are delivered online to permit flexibility for the working educators. The submitted programs are for Certification Only, Traditional route.

Admission criteria include a master's degree, 3.0 GPA, valid teaching certificate with a minimum of three years teaching experience and a signed Georgetown College policies and disposition agreement. The DoSE program admission criteria requires that at least one of the

three years teaching experience is as a teacher of exceptional children or serving in the role of certified school psychologist.

DPP Level I coursework includes 12 hours addressing foundations of educational leadership, human resources leadership, roles and responsibilities of the DPP and principles of school safety. Level I coursework for the DoSE program requires 15 hours in topics such as introduction to school leadership, administration of special education programs, organization and legal aspects of a school administrator, advanced topics in assessment and collaboration for special education leaders and special education law and finance. The 15 graduate hours of Level I courses for the Supervisor of Instruction address introduction to school leadership, human resources development, finance and legal aspects of the instructional supervisor, advanced assessment and instructional coaching. Level II 6 credit-hour coursework for all three certification programs requires an internship where candidates are serving in the appropriate role and completion of a capstone project in instructional leadership.

The School Superintendent program requires applicants to hold Level I and II certification as principal or supervisor of instruction, a master's degree with a minimum 3.0 GPA, professional recommendation, portfolio demonstrating regulation requirements (2 years educational administration experience, evidence of ability to improve student achievement, knowledge of school laws, evidence of ability to implement curriculum instruction and assessment, a commitment to professional growth, effective communication skills and evidence of the candidate's ability to build relationships, foster teamwork and develop networks). Coursework addresses the roles and responsibilities of the district superintendent, strategic planning, leadership theories, student learning, community engagement, management, ethics, professional development, building capacity with stakeholders, operations management including federal, state and local laws, school finance, personnel, facilities, food service, transportation, school safety and school-based councils. The 12 credit-hour program includes a capstone that focuses on leading school district change. The exit requirements include completion of all coursework with a minimum 3.0 GPA, no unresolved disposition issues and completion and presentation of the capstone project.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff, Content Review Committee specialists and the Program Review Committee have reviewed these program proposals and determined that the programs meet the requirements for approval. The program has completed the multi-tiered review process and received a recommendation for approval from the Program Review Committee.

Contact Person:

Allison Bell, Branch Manager
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Request for SARA approval of Western Governors University's School Principal P-12 Program

Staff Recommendation:

The Education Professional Standards Board (EPSB) should grant SARA approval of Western Governors University's School Principal P-12 program as submitted.

Rationale:

Western Governors University has met the EPSB's requirements under the State Authorization Reciprocity Agreement (SARA) for program approval. Those requirements include: state, regional and CAEP accreditation; demonstration that the programs of preparation are not based solely upon the completion of a written or verbal assessment; compliance with the program admission requirements and alignment with standards established in 16 KAR 3:090.

Action Question:

Should the EPSB approve the School Principal P-12 program submitted by Western Governors University?

Applicable Statute or Regulation:

KRS 161.027, KRS 161.028, 16 KAR 3:090

History/Background:

Existing Policy: Beginning December 1, 2016, Kentucky became a member of SARA. This agreement among member states, districts and territories establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and is administered by four regional education compacts (i.e, SREB). In order for the Board to approve educator preparation programs that are NC-SARA members, located out-of-state and offered exclusively online, the educator preparation program has to demonstrate compliance with the applicable Kentucky requirements.

Summary: Western Governors University developed from an initiative of the Western Governors Association in 1997. It was created to serve non-traditional students who need a flexible educational model. The Teachers College of Western Governors University has a goal to prepare professional educators by cultivating life experiences into the quality of nurturing practitioners. Western Governors University is accredited regionally by the Northwest Commission on Colleges and Universities, and received CAEP accreditation in 2018. As evidenced by the application, Western Governors University is recognized to grant degrees by the State of Utah Department of Commerce.

The program admission requirements include but are not limited to three years of teaching experience and evaluation of professional dispositions. The program is aligned to the National Educational Leadership Preparation (NELP) standards and the Professional Standards for Educational Leaders (PSEL). In addition to the graduate education core that addresses cultural competency, social-emotional learning, data literacy and evidence-based practices, and educational inquiry, the Principal P-12 certification program addresses educational leadership, school law, leadership of curriculum design and instruction, people and talent in educational leadership, school financial leadership, systems management and school operations, and leading inclusive schools. The program includes two practicum experiences focusing on professional practices and instruction and operations. It also includes a capstone as the culminating experience of the program. The program requires the completion of 39 graduate hours and results in a master's degree. Candidates who enter the program at Rank III are eligible for Rank II upon completion of the program. Candidates who enter the program at Rank II may be recommended for Rank I upon the completion of 30 of the 39 hours. These candidates would not be eligible for the Principal P-12 certification until completion of the program.

Western Governors University is requesting approval for the School Principal P-12. The program is submitted as Master of Science: Educational Leadership for Rank II, Rank I Non-Degree and Rank I Master's. The submitted documentation demonstrates alignment with all applicable Kentucky regulations.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff has reviewed Western Governors University's application and determined that the program has met the requirements for approval.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Jordan Evans

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

University of Kentucky (UK) German foreign language student, Jordan Evans, is student teaching during the Spring 2020 semester. There are few certified German teachers in the state of Kentucky and few, if any, districts offering German at the elementary school level. Therefore, UK has been unable to locate an elementary German placement. However, efforts have been made to assure that the candidate provides instruction and receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve UK's alternative student teaching placement request for Jordan Evans?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: UK German foreign language student, Jordan Evans, is student teaching this semester, Spring 2020. There are few certified German teachers in Kentucky, and UK has been unable to locate an elementary German placement for Mr. Evans. UK has located two high school placements and is requesting that Mr. Evans complete his seventy day student teaching assignment in the high school setting. The program will be provide some time at the elementary level for Mr. Evans to work with elementary students, but under the supervision of a certified high school world language teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Erika Clark

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

Western Kentucky University (WKU) Spanish foreign language student, Erika Clark, is student teaching during the Spring 2020 semester. There are very few, if any, certified foreign language teachers in elementary schools. Therefore, WKU was unable to find an elementary school placement for Ms. Clark's student teaching. However, efforts have been made to assure that the candidate provides instruction and receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve WKU's alternative student teaching placement request for Erika Clark?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: WKU Spanish foreign language student, Erika Clark, is student teaching this semester, Spring 2020. There are few certified Spanish teachers at the elementary level in Kentucky, and WKU has been unable to locate an elementary Spanish placement for Ms. Clark. WKU requests that Ms. Clark complete her seventy day student teaching assignment in the high school setting. The program will provide some time at the elementary level for Ms. Clark to work with elementary level students, but under the supervision of a certified high school world language teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Nicole Lightfoot

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

Western Kentucky University (WKU) Spanish foreign language student, Nicole Lightfoot, is student teaching during the Spring 2020 semester. There are very few, if any, certified foreign language teachers in elementary schools. Therefore, WKU was unable to find an elementary school placement for Ms. Lightfoot's student teaching. However, efforts have been made to assure that the candidate provides instruction and receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve WKU's alternative student teaching placement request for Erica Clark?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: WKU Spanish foreign language student, Nicole Lightfoot, is student teaching this semester, Spring 2020. There are few certified Spanish teachers at the elementary level in Kentucky, and WKU has been unable to locate an elementary Spanish placement for Ms. Lightfoot. WKU requests that Ms. Lightfoot complete her seventy day student teaching assignment in the high school setting. The program will provide some time at the elementary level for Ms. Lightfoot to work with elementary level students, but under the supervision of a certified high school world language teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Kaylee Payne

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

Western Kentucky University (WKU) Spanish foreign language student, Kaylee Payne, is student teaching during the Spring 2020 semester. There are very few, if any, certified foreign language teachers in elementary schools. Therefore, WKU was unable to find an elementary school placement for Ms. Payne's student teaching. However, efforts have been made to assure that the candidate provides instruction and receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve WKU's alternative student teaching placement request for Kaylee Payne?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: WKU Spanish foreign language student, Kaylee Payne, is student teaching this semester, Spring 2020. There are few certified Spanish teachers at the elementary level in Kentucky, and WKU has been unable to locate an elementary Spanish placement for Ms. Payne. WKU requests that Ms. Payne complete her seventy day student teaching in the high school setting. The program will provide some time at the elementary level for Ms. Payne to work with elementary level students, but under the supervision of a certified high school world language teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Cody Starns

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

Western Kentucky University (WKU) Spanish foreign language student, Cody Starns, is student teaching during the Spring 2020 semester. There are very few, if any, certified foreign language teachers in elementary schools. Therefore, WKU was unable to find an elementary school placement for Mr. Starns' student teaching. However, efforts have been made to assure that the candidate provides instruction and receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve WKU's alternative student teaching placement request for Cody Starns?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a primary through grade 12 certificate shall have their student teaching balanced between an elementary school placement and middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: WKU Spanish foreign language student, Cody Starns, is student teaching this semester, Spring 2020. There are few certified Spanish teachers at the elementary level in Kentucky, and WKU has been unable to locate an elementary Spanish placement for Mr. Starns. WKU requests that Mr. Starns complete his seventy day student teaching assignment in the high school setting. The program will provide some time at the elementary level for Mr. Starns to work with elementary level students, but under the supervision of a certified high school world language teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Katrina Gold

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the alternative student teaching placement request.

Rationale:

Western Kentucky University (WKU) Family Consumer Science student, Katrina Gold, is student teaching during the Spring 2020 semester. There are very few Family Consumer Science teachers at the middle school level. Therefore, WKU was unable to find a middle school placement for Ms. Gold's student teaching. However, efforts have been made to assure that the candidate provides instruction and receives exposure to Family Consumer Science in the middle school setting.

Action Question:

Should the EPSB approve WKU's alternative student teaching placement request for Katrina Gold?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040 Section 5 (4)(d) requires that a candidate pursuing a middle through grade 12 certificate shall have their student teaching balanced between a middle school placement and high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff. EPSB staff may pre-approve the alternative placement request. If approved, the request will be placed on the consent agenda for Board action.

Summary: WKU Family Consumer Science student, Katrina Gold, is student teaching this semester, Spring 2020. There are few certified Family Consumer Science teachers at the middle school level in Kentucky, and WKU has been unable to locate a middle school placement for Ms. Gold. WKU requests that Ms. Gold complete her seventy day student teaching assignment in the high school setting. The program will provide some time at the middle school level for Ms. Gold to work with middle school students, but under the supervision of a certified high school Family Consumer Science teacher.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Cathy Jackson, Allison Bell, and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information/Discussion Item:

Association for Advancing Quality in Educator Preparation (AAQEP)

Rationale:

Staff has been working on updates to the regulation on accreditation of an educator preparation unit and approval of a program to prepare an educator. Staff will be bringing that regulation before the Education Professional Standards Board (EPSB) for review in April. The presentation from AAQEP will help set the stage for that discussion by providing the EPSB with information on a national association for the accreditation of educator preparation.

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: KRS 161.028(1)(b) requires the EPSB to set the standards, approve and evaluate educator preparation programs. 16 KAR 5:010 establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator. The EPSB has also approved the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation and for program approval.

Summary: AAQEP was founded in 2017 by professionals in educator preparation, both campus-based and state-authority-based, to ensure quality educator preparation through collaboration and innovation. AAQEP's mission is to promote and recognize quality educator preparation that strengthens the education system's ability to serve all students, schools, and communities. AAQEP operates under the principles of promoting provider collaboration, focusing on improvement and innovation, partnering with providers and state authorities, recognizing the importance of context and mission, serving all providers and programs equitably, seeking efficiencies everywhere and sharing ideas and innovations broadly. President and CEO of AAQEP, Mark LaCelle-Peterson will present to the Board on AAQEP and the standards that they use.

Budget Impact: There is no budgetary impact.

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Overview for Kentucky:

The Association for Advancing Quality in Educator Preparation

The Association for Advancing Quality in Educator Preparation (AAQEP) is a quality assurance agency that provides accreditation services to the field of educator preparation. Through its Accreditation Commission, AAQEP accredits programs that prepare teachers and other education professionals at both the initial and advanced levels, in settings that range from colleges and universities to school districts, independent entities, and online providers. AAQEP's current membership includes 105 educator preparation providers in 19 states; 10 of its members have achieved accreditation.

Background

The decade leading up to AAQEP's founding yielded important developments in the field of educator preparation and renewed attention to improving accreditation. The following conditions in particular set the stage for the establishment of a AAQEP:

- Advances in the performance assessment of teacher candidates provided new, credible evidence of program completers' readiness for professional practice.
- The variety of pathways into teaching had grown, both within higher education and through new organizations, often operating in partnership with school districts.
- Both proponents and critics of accreditation called for greater support for innovation, more nuanced evidence of quality, and differentiated processes based on provider context.

By 2017, new developments in preparation and new demands for quality assurance offered the opportunity to frame a fresh approach to accreditation. AAQEP was created by educator preparation professionals and state education department and standards board staff who were determined to create a strong, collaborative quality assurance system. Over 40 educators from 14 states collaborated to create AAQEP's standards and evidence expectations.

AAQEP's Approach to Quality Assurance

Accreditation can strengthen educator preparation in several ways:

- Program improvement is fostered through the structured reflection process
- Effective practices and innovations are shared among providers
- Partnerships with P12 schools are deepened through evidence sharing and analysis
- Individual practitioners gain professional development by participating in review teams
- Schools, communities, and students are served by effective educators

AAQEP's approach is designed to leverage these benefits to increase quality across the field of preparation and to increase public understanding of and confidence in the sector. Four features are of note:

First, AAQEP's **standards** reflect both today's established expectations and tomorrow's possibilities. They are consistent with current research, best practices, and expected outcomes but do not put a ceiling on progress. Innovation and improvement are essential and thus are promoted and supported. The AAQEP standards distinguish between confirmed and exploratory dimensions—between aspects of quality that are addressed in similar ways everywhere and those that demand local customization.

Second, AAQEP's **rules of evidence** that guide accreditation decision making are both demanding and realistic. Empirical evidence must serve as the basis of any defensible finding regarding quality, yet the limitations that are inherent in all measurements and assessments must be acknowledged. The AAQEP system clearly establishes performance in the classroom as the top priority. At the same time, the expectations encourage continued work in the development of new, stronger measures, always in conjunction with P12 professional colleagues.

Third, **AAQEP supports providers** as they address the twin aims of accountability and continuous improvement. Through monthly contact with staff and collaboration with other institutions through video conference calls, and through a scaffolded review process that includes early feedback at the design phase of the self-study, AAQEP ensures that providers can focus on learning *from* accreditation rather than experiencing it as an additional set of strictures. Sharing of innovations across providers through meetings and webinars further supports quality work in educator preparation.

Finally, **consistency** in the context of a volunteer-based system is critically important. Every accreditor's greatest asset and source of credibility is the professional dedication, generosity, and expertise of peer volunteers who serve as reviewers, site visitors, or members of a decision-making body. AAQEP provides its volunteers with rigorous, accessible online training, as well as with access to staff who can answer questions and provide support at each step of the process.

Through its standards, review and decision processes, and consistent volunteer preparation, AAQEP's principles ensure that it:

- Supports and encourages **collaboration** among providers
- Keeps the focus on **improvement and innovation**
- Seeks **three-way partnerships** involving preparation providers, state authorities, and itself as the accreditor. State agreements are at no cost, and state staff attend in-state events at no cost
- Honors the importance of **context** and respects institutional mission
- Values **consistent** preparation of volunteers and calibration of their work
- Maximizes **efficiency** while maintaining quality and operates as frugally as is prudent

In summary, AAQEP's accreditation system recognizes quality in context, fosters ongoing improvement, encourages innovation, and facilitates broad collaboration to achieve the goal of preparing professional educators to serve effectively and to continue to grow and adapt.

As AAQEP continues to expand its reach, we have enjoyed numerous conversations with colleagues across Kentucky and are eager to explore a formal partnership.



AAQEP was founded by educators in 2017 to promote the preparation of effective educators in innovative, outcome-focused programs that engage education's toughest challenges directly and in context. AAQEP's comprehensive standards specify aspects of completer performance and program practice that distinguish effective programs. Its system leverages collaboration in quality assurance to foster improvement and support innovation. Download the complete *Guide to AAQEP Accreditation* at aaqep.org.

Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.

Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows* that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:

- 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
- 1b. Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory
- 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning
- 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
- 1e. Creation and development of positive learning and work environments
- 1f. Dispositions and behaviors required for successful professional practice

Evidence will include multiple measures, multiple perspectives (from program faculty, P-12 partners, program completers, graduates' employers), and direct measures and evidence of performance in a field/clinical setting appropriate to the program.

Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of *additional* settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that completers:

- 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities
- 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
- 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
- 2d. Support students' growth in international and global perspectives
- 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
- 2f. Collaborate with colleagues to support professional learning

Evidence for this standard will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.

* The lists within each standard represent aspects of the overall *evidence package* for the standard; each aspect is *not* a "substandard" to be considered apart from the whole standard. Evidence for each standard is evaluated holistically.

Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standards 1 and 2.

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. Effective program practices include consistent offering of coherent curricula; high-quality, diverse clinical experiences; dynamic, mutually beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence. Each aspect of the program is appropriate to its context and to the credential or degree sought. Evidence shows the program:

- 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable
- 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
- 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
- 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards
- 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system
- 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized. Sharing results of contextualized engagement and innovation supports the field's collective effort to address education's most pressing challenges through improvement and innovation. The program provides evidence that it:

- 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
- 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
- 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
- 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
- 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

Evidence for this standard will address identified issues in light of local and institutional context.

Scope of AAQEP Standards

The AAQEP standards apply to all types of preparation programs, including initial preparation of teachers, preparation of school building and district leaders, and advanced preparation of educators who are adding credentials or preparing for new professional roles.

AAQEP's quality assurance system is grounded in collaboration, consistent with established accreditation practice, and respectful of context and innovation in its standards and processes. The system supports inquiry and improvement as it provides assurance of quality to stakeholders and the public.

AAQEP's mission: To promote and recognize quality educator preparation that strengthens the education system's ability to serve all students, schools, and communities.

For more information, visit aaqep.org or email questions to aaqep@aaqep.org.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

16 KAR 5:020, Standards for Admission to Educator Preparation, Amendment

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendment to 16 KAR 5:020 to update assessments for admission into an educator preparation program.

Rationale:

The proposed amendment would update the Praxis Core Academic Skills for Educators (CASE) Assessment to the new skills assessments and recommended cut scores. The assessments currently listed in the regulation will be discontinued in Fall 2020.

Action Question:

Should the EPSB approve the amendments to 16 KAR 5:020?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:020

History/Background:

Existing Policy: KRS 161.028(1)(b) requires that the EPSB promulgate administrative regulations setting standards for educator preparation programs. KRS 161.030(1) requires that the EPSB promulgate administrative regulations establishing requirements for issuance of a certificate authorized under KRS 161.010 to 161.126. 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 1(2)(b) sets the Praxis CASE as the assessment for admission to an approved undergraduate initial certification educator preparation program. Passage of the CASE or the Graduate Record Exam is required for admission to an approved graduate level initial certification educator preparation program.

Summary: At the December meeting, the EPSB heard a presentation from Education Testing Services (ETS) staff on the updates to the CASE assessment. The proposed amendment to the regulation would update the CASE to the new versions of the test and adopt the recommended cut-scores set by ETS. The proposed amended regulation is included for review. If the EPSB approves this amendment, staff also asks the EPSB to consider allowing the new tests and cut scores to meet the requirements of 16 KAR 5:020 immediately while the regulation completes the legislative process.

Budget Impact: There is no budgetary impact.

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 5:020. Standards for admission to educator preparation.

5 RELATES TO: KRS 161.020, 161.028, 161.030, 161.048

6 STATUTORY AUTHORITY: KRS 161.028, 161.030

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(b) requires that the Edu-
8 cation Professional Standards Board (EPSB) promulgate administrative regulations setting
9 standards for educator preparation programs. KRS 161.030(1) requires that the **EPSB**[board]
10 promulgate administrative regulations establishing requirements for issuance of a certificate au-
11 thorized under KRS 161.010 to 161.126. This administrative regulation establishes the standards
12 for admission to an educator preparation program that is required for certification.

13 Section 1. Selection and Admission to Educator Preparation Programs. (1) Each accredited
14 provider of an approved program of educator preparation shall adhere to minimum standards for
15 admission to its certification educator preparation programs, including those programs estab-
16 lished pursuant to KRS 161.048, in accordance with this section.

17 (2) Admission to an approved undergraduate initial certification education preparation pro-
18 gram, including those programs established pursuant to KRS 161.048(2), 161.048(3),
19 161.048(6), and 161.048(8), shall require the following:

20 (a) 1. A cumulative grade point average of 2.75 on a 4.0 scale; or

21 2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit complet-

1 ed, in accordance with the following:

2 a. Grade point average (GPA) shall be calculated by beginning with the most recent course
3 completed and proceeding backward for two (2) semesters in the order the grades fall on the
4 transcript to accumulate the last thirty (30) hours completed; and

5 b. If it is necessary to go back further than two (2) semesters then the courses in the third se-
6 mester included in the calculation shall be chosen based on the highest grades earned during that
7 third semester; and

8 (b) Successful completion of the following pre-professional skills assessments of basic
9 knowledge administered by the Educational Testing Service with the corresponding minimum
10 score:

11 1. **"Praxis Core Academic Skills for Educators (CASE): Reading (5713)" – 156**["Praxis
12 ~~Core Academic Skills for Educators (CASE): Reading (5712)" – 156~~];

13 2. **"Praxis Core Academic Skills for Educators (CASE): Writing (5723)" – 162** ["Praxis
14 ~~Core Academic Skills for Educators (CASE): Writing (5722)" – 162~~]; and

15 3. **"Praxis Core Academic Skills for Educators (CASE): Mathematics (5733)"-150**
16 ["Praxis ~~Core Academic Skills for Educators (CASE): Mathematics (5732)" – 150~~].

17 (3) Admission to an approved graduate level initial certification educator preparation program
18 shall require the following:

19 (a) 1. A bachelor's degree or advanced degree awarded by a regionally accredited college or
20 university with a cumulative grade point average of 2.75 on a 4.0 scale; or

21 2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit complet-
22 ed, including undergraduate and graduate coursework; and

23 (b) 1. Successful completion of the pre-professional skills assessments in subsection (2)(b) of

1 this section; or

2 2. Successful completion of the Graduate Record Exam (GRE) administered by the Education

3 Testing Service with the following corresponding scores on the corresponding sections:

4 a. Verbal reasoning – 150;

5 b. Quantitative Reasoning - 143; and

6 c. Analytical Writing - 4.0.

7 (4) Admission to an advanced certification educator preparation program shall require the fol-
8 lowing:

9 (a)1. A statement of eligibility or an initial certificate earned by completion of an approved
10 program through an approved educator preparation provider in Kentucky; or

11 2. For out-of-state applicants, a statement of eligibility or an initial certificate issued by EPSB
12 and earned by completion of a program through an approved educator preparation provider; and

13 (b)1. A cumulative grade point average of 2.75 on a 4.0 scale; or

14 2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit complet-
15 ed, including undergraduate and graduate coursework; and

16 (c)1. Completion of requirements for the administrative certificate as established in Title 16,
17 Chapter 3; or

18 2. Completion of requirements for the certificate as established in 16 KAR 2:060, 16 KAR
19 2:070, and 16 KAR 2:090.

20 (5) Each accredited provider of an approved program of educator preparation shall have a
21 formal application procedure for admission that shall include the following:

22 (a) Documentation that the applicant demonstrates the following:

23 1. Critical thinking;

1 2. Communication;

2 3. Creativity; and

3 4. Collaboration;

4 (b) Evidence that the applicant has reviewed the Professional Code of Ethics for Kentucky
5 School Certified Personnel established in 16 KAR 1:020; and

6 (c) A method to allow the applicant to demonstrate that the applicant understands professional
7 dispositions expected of professional educators.

8 (6) The educator preparation program shall not enroll undergraduate students in any educator
9 preparation program courses restricted to admitted candidates.

10 (7) The educator preparation provider shall maintain electronic records that document that all
11 students meet the requirements established in this section.

12 Section 2. Selection and Admission to an Approved Educator Preparation Program for Occu-
13 pation-Based Career and Technical Education. (1) Admission to an approved program of prepa-
14 ration for occupation-based career and technical education that results in certification pursuant to
15 16 KAR 2:020 shall require:

16 (a) A minimum of a high school diploma or equivalency exam;

17 (b) Four (4) years of successful and appropriate occupational experience in the area to be
18 taught, which shall include:

19 1. At least two (2) years of occupational experience completed within the last five (5) years. A
20 maximum of one (1) year of the required work experience may be satisfied by completion of an
21 approved program of preparation for the occupation to be taught; and

22 2. The occupational experience confirmed by the Kentucky Department of Education, Office
23 of Career and Technical Education;

- 1 (c) The assessment provisions established in 16 KAR 6:020; and
2 (d) An offer of employment from a state or local technology center, or a school district.

3 (2) Each provider of an approved occupation-based educator preparation program shall have a
4 formal application procedure for admission that shall include the following:

5 (a) Evidence that the applicant has reviewed the Professional Code of Ethics for Kentucky
6 School Certified Personnel established in 16 KAR 1:020; and

7 (b) A method to allow the applicant to demonstrate that the applicant understands professional
8 dispositions expected of professional educators.

9 (3) The educator preparation provider shall not enroll undergraduate students in any educator
10 preparation program courses restricted to admitted candidates.

11 (4) The educator preparation provider shall maintain electronic records that document that all
12 students meet the requirements established in this section.

13 (5) A provider of approved educator preparation programs shall provide notice to the EPSB
14 which candidates it has admitted to an approved program of educator preparation within six (6)
15 months of the candidate's admission.

16 (6) Failure of an approved educator preparation provider to provide EPSB with notice of each
17 candidate it admitted to an approved program of preparation in accordance with this section may
18 result in action against the provider's accreditation status.

19 Section 3. Assessment Recency. A passing score on an assessment established at the time of
20 admission shall be valid for the purpose of applying for admission for five (5) years from the as-
21 sessment administration date.

22 Section 4. Annual Report. (1) Each educator preparation provider shall submit an electronic
23 report annually to the EPSB that includes the following program data on each candidate admitted

- 1 to educator preparation programs:
- 2 (a) EPSB Person Identifier;
- 3 (b) Student School Identification number;
- 4 (c) Social Security number;
- 5 (d) Full name;
- 6 (e) Birth date;
- 7 (f) Reported ethnicity;
- 8 (g) Reported gender;
- 9 (h) Email address;
- 10 (i) Present home mailing address;
- 11 (j) Permanent home mailing address;
- 12 (k) Phone number;
- 13 (l) Admission date;
- 14 (m) Total number of credit hours prior to admission to the provider's educator preparation
- 15 program;
- 16 (n) Total number of credit hours in educator preparation courses completed prior to admission
- 17 to the provider's educator preparation program;
- 18 (o) Grade point average at admission;
- 19 (p) Current program enrollment status;
- 20 (q) Program completion date;
- 21 (r) Grade point average at program completion;
- 22 (s) Academic major at program completion; and
- 23 (t) Academic minor or minors at program completion, if applicable.

- 1 (2) The report shall be submitted in the following manner:
- 2 (a) The provider shall electronically submit all data identified in subsection (1) to the EPSB;
- 3 and
- 4 (b) By September 15 of each year, each institution shall provide written confirmation by elec-
- 5 tronic mail to the EPSB that all required information has been entered.
- 6 (3) The preparation program shall exit any candidate who has not been enrolled in at least one
- 7 (1) course required for program completion within the last twelve (12) months.
- 8 (4) Failure to submit the annual report in accordance with this section may result in action
- 9 against the program's accreditation status.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Berea College: Accreditation of the Educator Preparation Provider and Approval of Programs

Staff Recommendation:

The Education Professional Standards Board (EPSB) should accept the recommendations from the Accreditation Audit Committee (AAC) to grant accreditation for the Educator Preparation Provider (EPP) and approval for the initial level preparation programs at Berea College.

Rationale:

16 KAR 5:010 outlines the role and responsibilities of the AAC. The AAC has followed the regulatory procedures.

Action Question:

Should the EPSB grant continuing Council for the Accreditation of Educator Preparation (CAEP)/EPSB state accreditation to the EPP and approve the initial preparation programs at Berea College?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010 identifies the requirements and processes for educator preparation providers to demonstrate evidence of meeting the standards for accreditation and program approval.

Summary: A joint CAEP/EPSB Site Visitors team conducted the on-site evaluation of the EPP at Berea College on March 24-26, 2019. Under the new CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on standards met or not met. The site team also reviews AFIs from the previous accreditation visit and the state team members review any state-issued AFIs.

SITE TEAM RECOMMENDATIONS:

National Council for Accreditation of Teacher Education (NCATE) AFIs carried over from previous visit: The site visitors recommended removal of the two (2) previous AFIs in NCATE Standard 2 for initial programs; one (1) previous AFI in NCATE Standard 3 for initial programs; one (1) previous AFI in NCATE Standard 4 for initial programs; and one (1) previous AFI in Standard 6 for initial programs.

Previous EPSB issued AFIs in addition to NCATE AFIs carried over from previous visit: The state site visitors recommended removal of the five (5) previous state issued AFIs in NCATE Standard 1 for initial programs.

AFIs in CAEP Standards: The site visitors recommended no AFIs in CAEP Standard 1, two AFIs in CAEP Standard 2; no AFIs in Standard 3; one AFI in Standard 4; and two AFIs in Standard 5.

Site Team Areas for Improvement:

Standard 2: Clinical Partnerships and Practice

1. The EPP did not provide sufficient evidence that candidate stakeholders within its programs provide feedback on their clinical placements prior to student teaching.
2. The EPP provided limited evidence that secondary program candidates have diverse clinical experiences, prior to the student teaching placement.

Standard 4: Program Impact

1. The EPP did not demonstrate through observations or student surveys that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Standard 5: Provider Quality Assurance and Continuous Improvement

1. The EPP's quality assurance system does not rely on valid, reliable key assessments.
2. The EPP does not adequately share data with a variety of appropriate stakeholders [alumni, employers, practitioners, and school and community partners] in data analysis, program evaluation, improvement and identification of models of excellence.

The site visitors reviewed evidence of compliance with the EPSB regulations as part of the on-site visit and found the EPP at Berea College to be in compliance with the program guidelines as established and approved by the EPSB.

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at Berea College. The CAEP Accreditation Council agreed with the team's recommendation for the removal of the previous NCATE AFIs. The CAEP Accreditation Council cited one AFI in Standard 2 that was recommended by the site team (the Council combined the two site visitor AFIs into one AFI); maintained the AFI in Standard 4; and maintained the two AFIs in Standard 5.

CAEP Accreditation Council Areas for Improvement:

Standard 2: Clinical Partnerships and Practice

1. The EPP did not provide sufficient evidence that stakeholders provide feedback on their clinical placements prior to student teaching.

Standard 4: Program Impact

1. The EPP has limited evidence from observations or student surveys to demonstrate that completers effectively apply the professional knowledge, skills and dispositions that the preparation experiences were designed to achieve.

Standard 5: Provider Quality Assurance and Continuous Improvement

1. The EPP has limited evidence that its quality assurance system relied on relevant and verifiable measures to demonstrate the quality assurance system relies on evidence and data that are valid and consistent.
2. The EPP does not adequately share data with a variety of appropriate stakeholders (alumni, employers, practitioners, and school and community partners) in data analysis, program evaluation, improvement and identification of models of excellence.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On December 4, 2019, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder and the Team Chair's Response to the Rejoinder. The AAC agreed with the finding of the CAEP Accreditation Council that all standards are met. The AAC also agreed with areas for improvement cited by CAEP. In addition, the AAC accepted the recommendations from the state site visitors that the previous EPSB areas for improvement in NCATE Standard 1 be removed.

Budget Impact: KDE resources (staff) to facilitate the review and accreditation processes.

Groups Consulted and Brief Summary of Responses:

Content Area Program Reviewers
Program Review Committee
Joint CAEP/EPSB Site Visitors
AAC

The AAC agreed with the CAEP Accreditation Council findings that all accreditation standards are met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the Initial Level Educator Preparation Programs at Berea College.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

Should the Education Professional Standards Board (EPSB) approve the request to waive nine student teaching days?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 5(4) provides that each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of seventy full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

Summary: Western Kentucky University (WKU) has requested that the seventy day requirement be waived by nine days for their teacher candidate, Reagan Yokam, due to medical reasons. Ms. Yokam was unexpectedly placed on bedrest due to pregnancy complications at the end of the 2019 Fall semester. As a result, Ms. Yokam was unable to complete nine of the required student teaching days. As indicated by the letters of support, Ms. Yokam demonstrated proficiency in all of her student teaching assignments and assessments. WKU notes that Ms. Yokam successfully completed all assignments up to the time of being placed on bedrest. Ms. Yokam also had experience as a substitute teacher in many schools and grade levels before beginning her student teaching experience. WKU became aware that Ms. Yokam would be unable to meet the seventy day student teaching requirement after the EPSB's December meeting. Ms. Yokam was scheduled to graduate at the end of the Fall semester. Due to the urgency of this matter, the EPSB's procedures for conditional waiver were followed. The request was reviewed and approved by the EPSB Chair and Waiver Committee Chair, and a conditional waiver was issued for Ms. Yokam. The request is now before the full board for final action.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Anthony Akers

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, 161.100, 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 (50) percent of the person's class schedule.

Summary: Anthony Akers was hired by Lincoln County schools in August 2018 and started the 2018-2019 school year on an emergency certificate until he could get admitted to an Option 6 program. Mr. Akers was admitted to an Option 6 program in January 2019. Mr. Akers was then issued the Temporary Provisional certificate through December 2019. Due to various reasons, he only completed five graduate hours in the program and is not eligible for renewal of the Temporary Provisional certificate. Mr. Akers will no longer be pursuing the MAT program beyond this school year, but he agreed to remain in his current position through the end of the current school year. The district is requesting a second emergency certificate to allow him to remain in this position and cause the least amount of disruption to his students.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:120. Request to Waive Required GPA for Issuance of an Emergency Certificate for Lincoln County Schools

Action Question:

Should the Education Professional Standards Board approve Lincoln County's request to waive the grade point average (GPA) requirement for issuance of an emergency certificate?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

Existing Policy: 16 KAR 2:120 establishes the requirements for issuance of an emergency certificate. These requirements include a minimum of a bachelor's degree from a regionally accredited college or university with a GPA of 2.5 on a 4.0 scale or a 3.0 on a 4.0 scale on the last sixty hours of credit completed.

Summary: Lincoln County has been unsuccessful in finding a qualified teacher for a Moderate Severe special education position. The position has been posted since the beginning of the school year and only one person has applied. The applicant meets the GPA requirement of 3.0 on the last thirty hours completed to be admitted to an Option 6 program, and has passed the CASE assessments. However, the applicant missed the deadline for admission into the institution's Option 6 program for this semester. Though the applicant will be admitted to the Option 6 program for Summer/Fall 2020, he does not meet the GPA requirement for emergency certification which is 3.0 on the last sixty hours completed. The district is requesting the emergency certificate for this applicant until he is admitted into the Option 6 program.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Praxis II for Tiffany Kirk.

Action Question:

Should the Education Professional Standards Board (EPSB) approve the applicant's request to allow the expired passing Praxis II test to count for issuance of the additional certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 6:010

History/Background:

Existing Policy: 16 KAR 6:010, Section 4 states "A passing score on an assessment established at the time of administration shall be valid for the purpose of applying for certification for five (5) years from the assessment administration date." The regulation further provides that an educator who fails to complete the EPSB application for certification within the applicable recency period of the assessment shall retake the assessment.

Summary: In May 2012, Tiffany Kirk completed a master's degree program with Morehead State University. This program led to Rank Change and the Literacy Specialist endorsement. At the time Ms. Kirk's application was submitted to the EPSB, the university had not yet received her passing Praxis II test score. The application only recommended her for rank change. On April 28, 2012, Ms. Kirk took and passed the Reading Specialist Assessment. However, staff did not receive an amended recommendation indicating that the requirements for the endorsement were completed and the Literacy Specialist endorsement was not issued. Shortly after graduating, Ms. Kirk experienced extraordinary medical issues with her pregnancy and unborn child. Ms. Kirk was not in a classroom for some time and was unaware that the endorsement was never issued. Upon contacting our office, Ms. Kirk learned that staff had not received a recommendation for the Literacy Specialist endorsement and that her test score expired April 28, 2017. An updated recommendation for the endorsement has been received, and Ms. Kirk is asking that the EPSB issue her the endorsement with the expired assessment score.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Praxis II for Melinda Stallons

Action Question:

Should the Education Professional Standards Board (EPSB) approve the applicant's request to allow the expired passing Praxis II test to count for issuance of the additional certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 6:010

History/Background:

Existing Policy: 16 KAR 6:010, Section 4 states "A passing score on an assessment established at the time of administration shall be valid for the purpose of applying for certification for five (5) years from the assessment administration date." The regulation further provides that an educator who fails to complete the EPSB application for certification within the applicable recency period of the assessment shall retake the assessment.

Summary: In May 2013, Melinda Stallons completed a master's degree in Special Education at Murray State University. This program led to Rank Change and the Learning and Behavior Disorders (LBD) certification. At the time Ms. Stallon's application was received by EPSB staff, she had not yet taken the Praxis II test for the LBD certification. The application only recommended Ms. Stallons for Rank II. On July 30, 2013, she took and passed the Special Education: Core Knowledge and Mild to Moderate Applications Assessment. However, staff did not receive an amended recommendation indicating that the requirements for the certification were completed and the LBD certification was not issued. Ms. Stallons was unaware that the LBD certification was not listed on her certificate until her district noticed an error on the Fall 2019 LEAD report for the special education populations. Upon contacting our office, Ms. Stallons learned that staff had not received a recommendation for the LBD certification and that her test score expired July 30, 2018. An updated recommendation for LBD certification has been received, and Ms. Stallons is asking that the EPSB issue her the LBD certification with the expired assessment score.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 8:020. Request to allow a Master of Arts in Coaching and Athletic Administration for Rank II Tyler Walker.

Action Question:

Should the Education Professional Standards Board (EPSB) approve the applicant's request to allow the completed Master's degree to meet the requirements for Rank II?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.1211, 16 KAR 8:020

History/Background:

Existing Policy: KRS 161.1211 sets the standards for Rank II for certified educators as a master's degree in a subject field approved by the EPSB or equivalent continuing education. Per 16 KAR 8:020, Section 2, a master's degree for rank change should either be in the academic content area for which the individual is certified or part of an approved program for rank change completed through a College of Education and approved by the EPSB.

Summary: Tyler Walker is a certified secondary math teacher and a girls' high school soccer coach. In August 2019, he completed a Master of Arts in Coaching and Athletic Administration through Concordia University. Mr. Walker did not realize at the time he began the program that it was not an approved rank change program. Upon submitting his application for rank change, he was informed by OELE staff that this program was not eligible for rank change based on 16 KAR 8:020. Mr. Walker feels that this degree benefits him in the classroom and on the field and enhances his leadership skills in both aspects of his career. Mr. Walker requests that the EPSB allow his master's degree to meet the requirements for issuance of Rank II.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

16 KAR 4:080. Request to Allow Professional Development to Meet Recency Requirements for Chanelle Collins

Action Question:

Should the Education Professional Standards Board (EPSB) approve the district's request that the combination of teaching experience, professional development and previous graduate coursework meet the requirements of 16 KAR 4:080?

Applicable Statute or Regulation:

KRS 161.020, 161.028, 161.030, 16 KAR 4:080

History/Background:

Existing Policy: 16 KAR 4:080 requires that an out-of-state applicant for initial Kentucky certification shall have prepared as a teacher or completed six semester hours of graduate credit within the five years preceding the application. If an applicant does not meet this requirement, Section 1(c) of the regulation provides that the applicant may be issued a one year recency certificate. The applicant must then complete six semester hours of graduate credit.

Summary: Fulton County Schools is requesting that Chanelle Collins' combination of experience and professional development meet the recency requirements for Kentucky. Ms. Collins came from Tennessee where there is not a requirement for additional graduate level work after certification. She stayed home to care for her four children and had a break in teaching experience prior to being hired at Fulton County Schools. At the time of her application for Kentucky certification, Ms. Collins did not meet the recency requirement and was issued a one year recency certificate. The EPSB then approved a request to issue Ms. Collins a second one year recency certificate on the condition that she complete the requisite six hours of graduate credit. She has also received the one year extension of her certificate. During those certificates, Ms. Collins completed a total of 195 hours of professional development for the state of Tennessee and Kentucky. The district notes that Ms. Collins is an exceptional teacher who has grown their middle school music program by expanding the band program to an enrollment of 40% of the school's students. Ms. Collins also reestablished the band and choral programs, and for the first time in 20 years, had a student selected to the all-region concert band.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Erin Glass

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. 161.100, 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 (50) percent of the person's class schedule.

Summary: Jefferson County Schools has multiple special education vacancies that it is working to fill. Erin Glass is currently a classified employee with Jefferson County Schools and is pursuing graduate coursework at a university with the intention of admission to the Option 6 LBD program. Ms. Glass previously held an emergency certificate for the second semester of the 2015-2016 school year. The district is requesting a second emergency certificate in order to hire Ms. Glass to fill one of the special education vacancies while she pursues admission into the Option 6 program.

Budget Impact: There is no budgetary impact.

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