

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 VIDEO TELECONFERENCE MEETING

Pursuant to Executive Order 2020-243, OAG 20-05, and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Kentucky Department of Education is conducting all open meetings by video teleconference. Furthermore, members of the public will not be permitted to attend the meeting in person, but are encouraged to view the meeting at the [Kentucky Department of Education's Media Portal](#).

Monday, October 12, 2020

EPSB Regular Meeting Agenda

9:00 AM ET

Call to Order

Swearing-In of New Members

Roll Call

Approval of Consent Items

- A. Approval of September 2, 2020, EPSB Meeting Minutes
- B. Request to Offer Program at an Off-Site Location, Campbellsville University (Ms. Allison Bell)
- C. Emergency Non-Certified Personnel Program (Mr. Todd Davis)

Report of the Commissioner

- A. Report from the Education and Workforce Development Cabinet
- B. Report from the Council on Postsecondary Education
- C. Report of the Associate Commissioner
- D. Other Updates

Report of the Chair

- A. Recognition of former EPSB Members
- B. Appointments to Waiver Committee
- C. Appointments to Accreditation Audit Committee

D. Appointments to Program Review Committee

Information Item

- A. 16 KAR 5:010. Standards for Accreditation of Educator Preparation Providers and Approval of Programs, Amendment (Ms. Bell)
- B. Kentucky Association of Colleges of Teacher Education Proposal (Ms. Bell)

Action Items

- A. Bellarmine University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Margaret Hockensmith)
- B. Campbellsville University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Hockensmith)
- C. Green River Regional Cooperative: Continuing Education Option, Plan II Proposal (Ms. Sharon Salsman)
- D. Kentucky Educational Development Corporation: Continuing Education Option, Plan II Proposal (Ms. Salsman)
- E. University of Kentucky: Continuing Education Option, Plan II Proposal (Ms. Salsman)
- F. Certification to Avoid Expiration of 16 KAR 3:080 (Ms. Cassie Trueblood)

Waivers

- A. 16 KAR 5:040. Alternative Student Teaching Placement Request for Stacy Boyd (Ms. Cathy Jackson)
- B. 16 KAR 5:040. Alternative Student Teaching Placement Request for Kassie Brewer (Ms. Jackson)
- C. 16 KAR 5:040. Alternative Student Teaching Placement Request for Dylan Glunt (Ms. Jackson)
- D. 16 KAR 5:040. Alternative Student Teaching Placement Request for Valentina Salas (Ms. Jackson)
- E. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Christian County Schools (Ms. Crystal Hord)
- F. 16 KAR 4:060. Request to Waive Renewal Requirements Due to Medical Condition (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. The Board will also review pending litigation.

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:

December 14, 2020
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the September 2, 2020, webcast meeting. This information is provided in summary form; an official record of the meeting is available in the permanent records of the Education Professional Standards Board (EPSB), 300 Sower Boulevard, 5th Floor, Frankfort, KY 40601.

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

Call to Order

Chair Lisa Rudzinski called the meeting to order at 1:05 p.m. ET. In an effort to prevent the spread of the novel Corona Virus (COVID-19) this meeting was conducted by video teleconference. Chair Rudzinski read the mission statement to the EPSB and audience.

Swearing in of New Board Members

All present Board members were sworn in by Leah Sharpe of the Office of Legal Services. Melissa Conley-Salyers, Elijah Edwards, Amanda Ellis, Cathy Gunn, Donna Hedgepath, Traci Hunt, Sara Green, Jacqueline Mayfield, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Steven Scrivner, Carmen Souder, Josh Trospen and Julian Vasquez-Heilig.

Roll Call

The following Board members were present during the September 2, 2020, EPSB meeting: Melissa Conley-Salyers, Elijah Edwards, Cathy Gunn, Donna Hedgepath, Traci Hunt, Sara Green, Jacqueline Mayfield, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Steven Scrivner, Carmen Souder, Josh Trospen and Julian Vasquez-Heilig.

CPE: Amanda Ellis

Cabinet: No attendee

Approval of Consent Items

2020-49

Approval of June 15, 2020, EPSB Meeting Minutes

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

Campbellsville University Program Approval: Superintendent

Motion made by Mr. Steven Scrivner, seconded by Mr. Justin Mitchell, to approve Consent Items A-C

Vote: *Unanimous (Dr. Donna Hedgepath recused from Consent Items B & C)*

Report of the Executive Secretary

Kevin Brown shared that he is currently serving as Interim Commissioner but Commissioner Glass will start September 14, 2020. Interim Commissioner Brown reflected on when he started as Interim Commissioner and that he knew the KDE Team could face the issues and work together to move forward. He also recognized Rob Akers and the Office of Educator Licensure and Effectiveness staff for the hard work they put forth. He stressed to the new board members to remain open-minded and flexible as Kentucky schools are facing a crisis situation.

Report from the Council on Postsecondary Education

Dr. Amanda Ellis provided the EPSB with an update from the Council on Postsecondary Education (CPE). She shared that President Thompson is in constant communication with the college and university presidents preparing and working to ensure that students will be safe on campus. CPE is working on a Performance Funding Workgroup, has established a Student Advisory Group and has been hosting a series of webinars on Diversity, Equity and Inclusion. Dr. Thompson hosted a series titled *Education: A Catalyst for Systemic Equity* that is focused on the value of diversity and fostering cultural competency among students. The webinar is receiving excellent feedback from across the nation and has spurred a lot of discussion.

Report of the Associate Commissioner

Mr. Rob Akers introduced himself to the new board members and shared his professional background. He welcomed the new board members and congratulated them on their appointment. Mr. Akers shared with the members that their role is extremely important, and they will be faced with decisions that will touch every educator in Kentucky. He recognized the Educator Certification Specialists that have worked tirelessly this summer and processed over 18,000 individual certification applications and handled over 100,000 documents and 1,500 certificates. Mr. Akers noted they have done a great job with limited resources. He also thanked Cassie Trueblood for her detailed work getting the EPSB materials ready for the members to review. Mr. Akers thanked Kevin Brown for his work and dedication over the past few months as Interim Commissioner during this unprecedented time. He noted his appreciation for Mr. Brown's leadership.

Action Items

Request to Approve Remote Student Teaching Observations for all Educator Preparation Programs for the Fall 2020 and Spring 2021 Semesters

2020-50

Motion made by Dr. Sherry Powers, seconded by Mr. Elijah Edwards, to approve.

Vote: *Unanimous*

Request to Approved Second Issuance of Emergency Certification for the 2020-2021 School Year

2020-51

Motion made by Dr. Donna Hedgepath, seconded by Ms. Traci Hunt, to approve.

Vote: *Unanimous*

Request to Approve the Elementary Certification to Teach Sixth Grade for the 2020-21 School Year

2020-52

Motion made by Dr. Amanda Ellis, seconded by Mr. Justin Mitchell, to approve.

Vote: *Unanimous*

Request to Approve Middle School Certification to Teach Fourth Grade in the Content Area(s) for the 2020-21 School Year

2020-53

Motion made by Ms. Sara Green, seconded by Ms. Carmen Souder, to approve.

Vote: *Unanimous*

Request to Approve High School Certification to Teach Down to Fifth Grade in the Content Area(s) for the 2020-2021 School Year

2020-54

Motion made by Mr. Elijah Edwards, seconded by Mr. Steven Scrivner, to approve.

Vote: *Unanimous*

Waivers

16 KAR 5:040 Request to Waive Field Experience Clock Hours Due to District Closures

2020-55

Motion made by Dr. Sherry Powers, seconded by Ms. Jacqueline Mayfield, to approve the waiver.

Vote: *Unanimous*

16 KAR 5:020 Request to Waive Required GPA for Admission to an Option 6 Program for Secondary Mathematics Certification

2020-56

Motion made by Ms. Sara Green, seconded by Ms. Jackie Mayfield to approve.

Vote: *Unanimous (Mr. Josh Trosper & Dr. Julian Vasquez-Heilig recused)*

16 KAR 2:020 Request to Waive OCTE Renewal Requirements for Brian Priest

2020-57

Motion made by Dr. Amanda Ellis, seconded by Mr. Justin Mitchell, to approve.

Vote: *Unanimous (Ms. Melissa Conley-Salyers, Ms. Jacqueline Mayfield and Mr. Josh Trosper dissented)*

16 KAR 2:020. Request to Waive OCTE Renewal Requirements for Phillip Simon

2020-58

Motion made by Ms. Sara Green, seconded by Ms. Carmen Souder, to approve.

Vote: *Unanimous*

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

2020-59

Motion made by Dr. Donna Hedgepath, seconded by Mr. Justin Mitchell, to approve.

Vote: *Unanimous*

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

2020-60

Motion made by Ms. Sara Green, seconded by Mr. Steven Scrivner, to approve.

Vote: *Unanimous*

16 KAR 6:010 Request to Waive Five Year Test Recency Requirement for Lori Gausepohl Wall

2020-61

Motion made by Mr. Elijah Edwards seconded by Ms. Sara Green, to approve.

Vote: *Unanimous*

16 KAR 4:090 Request to Waive Reissuance Requirements for Patsy McCoy

2020-62

Motion made by Ms. Sara Green, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

Alternative Route to Certification Applications

Request to approve alternative route to Certification for Zachary Boone, Dance, All Grades

2020-63

Motion made by Mr. Justin Mitchell, seconded by Mr. Josh Trospen, to approve.

Vote: *Unanimous*

Request to approve alternative route to Certification for Helen Payne, Art, All Grades

2020-64

Motion made by Dr. Amanda Ellis, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

Motion made by Mr. Steven Scrivner seconded by Ms. Traci Hunt, 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).

Vote: *Unanimous*

Motion made by Ms. Sara Green seconded by Mr. Steven Scrivner, to return to open session.

Vote: *Unanimous*

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

Melissa Conley-Salyers, Elijah Edwards, Amanda Ellis, Cathy Gunn, Donna Hedgepath, Traci Hunt, Sara Green, Jacqueline Mayfield, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Steven Scrivner, Carmen Souder, Josh Trospen, and Julian Vasquez-Heilig.

Attorneys present were Luke Gilbert, BreAnna Listermann, Norah Softic, and Cassie Trueblood.

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
18101275	Refer to Hearing
1904399	Refer to Hearing
1804643	Refer to Hearing
2001295	Refer to Hearing
2001293	Dismissed
1909871	Dismissed
2002419	Dismissed
2001115	Dismissed
2002355	Dismissed
19101025	Dismissed
2001143	Dismissed
2002397	Dismissed
2001273	Dismissed
2003673	Dismissed
2001271	Dismissed
19111121	Dismissed
19111143	Dismissed
19111151	Dismissed
19111159	Dismissed
2003773	Dismissed
19121325	Dismissed
2003765	Dismissed
19121307	Dismissed
2002463	Dismissed
2003779	Dismissed
2003683	Dismissed
2003697	Dismissed
2003691	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
20901	Approve
20925	Approve
20993	Approve
201007	Approve
201020	Approve
201034	Approve
201053	Approve
201068	Approve
201069	Approve
201114	Approve
201126	Approve
201127	Approve
201148	Approve

201149	Approve
201152	Approve
201081	Approve
201169	Approve
201182	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.
201209	Approve
201214	Approve
201227	Approve
201233	Approve
201234	Approve
201237	Approve
201103	Approve
201111	Approve
201252	Approve
201263	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.
201136	Approve
201165	Deny
201197	Approve
201253	Approve
201121	Approve

Agreed Orders

Case Number

Decision

18081113 Christy Kelly

Reject Agreed Order retroactively suspending Certificate Number 201137819 from August 1, 2019, to February 1, 2020, a period of six months.

Kelly has resigned from the teaching profession. Prior to accepting a new position requiring Kentucky teacher certification, Kelly shall provide written proof to the Board that she has taken a course of training/professional development on the topic of confidentiality. Any cost for said training shall be paid for by Kelly. Failure to provide the written proof of training prior to accepting a new position requiring Kentucky teacher certification will result in Certificate Number 201137819 being administratively suspended until such time as Kelly provides the proof.

Kelly has resigned from the teaching profession. Prior to accepting a new position requiring Kentucky teacher certification, Kelly shall provide written proof to the Board that she has taken a course of training/professional

development on the topic of educator ethics. Any cost for said training shall be paid for by Kelly. Failure to provide the written proof of training prior to accepting a new position requiring Kentucky teacher certification will result in Certificate Number 201137819 being administratively suspended until such time as Kelly provides the proof.

If Kelly should accept a new position requiring Kentucky teacher certification, Certificate Number 201137819 will be placed under a two year probationary period beginning on her first day of work at said position and subject to the following condition:

Kelly shall not receive any disciplinary action from any school district in which she is employed. If Kelly fails to satisfy this condition, Certificate Number 201137819 shall be administratively suspended pending Board review and disposition.

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

Kelly 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*

19101007 Valerie Barlow

Accept Agreed Order suspending Certificate Number 200111272 from the period of June 1, 2020 to September 30, 2020, a period of four months.

On or before June 1, 2021, Barlow 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 Barlow. Failure to provide this proof on or before June 1, 2021 shall result in Certificate 200111272 being administratively

suspended until such time as Barlow provides the written proof.

On or before November 1, 2020, Barlow shall provide written proof from a licensed and Board approved alcohol/substance abuse counseling program that she has been assessed and complied with all recommended treatment, and that she is capable of returning to her duties in the classroom. Any expense for said assessment and treatment shall be paid by Barlow. Failure to provide this proof on or before November 1, 2020 shall result in Certificate 200111272 being administratively suspended until such time as Barlow provides the written proof.

After the four month suspension period has concluded, Certificate 200111272 shall be under a 2 year probation period and will be subject to the following conditions:

Barlow shall not receive any disciplinary action involving alcohol/controlled substance from any school district in which she is employed during the probationary period. If Barlow fails to satisfy this condition, Certificate Number 200111272 shall be automatically suspended pending Board review and disposition.

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

Barlow 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*

2002385 Joshua Scott

Accept Agreed Order admonishing Scott for exercising poor professional judgment, and for failing to uphold the dignity and integrity of the teaching profession. An educator in the Commonwealth of Kentucky has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students, and to set a positive example for students. When an educator fails to maintain order amongst students, they are at risk for harm. Permitting students to engage in inappropriate and out of control behavior is simply

unacceptable. The Board will not tolerate any further incidents of misconduct from Scott.

Certificate Number 201195174 is retroactively suspended from February 1, 2020, to May 31, 2020, a period of four months.

On or before August 31, 2021, Scott shall provide written proof to the Board that he has taken three hours of professional development/training on the subject of classroom management. Any expense for said professional development/training shall be paid for by Scott. Failure to provide said proof on or before August 31, 2021 will result in Certificate Number 201195174 being administratively suspended until such time as Scott provides the written proof.

On or before August 31, 2021, Scott shall provide written proof to the Board that he has taken three hours of professional development/training on the subject of educator ethics. Any expense for said professional development/training shall be paid for by Scott. Failure to provide said proof on or before August 31, 2021 will result in Certificate Number 201195174 being administratively suspended until such time as Scott provides the written proof.

From the date the Board approves this Order, Certificate Number 201195174 shall be under a 3 year probationary period and subject to the following condition:

Scott shall not receive any disciplinary action related to classroom management from any school district in which he is employed. If Scott fails to satisfy this condition, Certificate Number 201195174 shall be administratively suspended pending Board review and disposition.

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

Scott 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

2002367 Debra Gruber

Accept Agreed Order stating Gruber hereby voluntarily and permanently surrenders certificate number 200143879. Gruber shall immediately surrender the original and all copies of this certificate to the Education Professional Standards Board, 300 Sower Blvd, Fifth Floor, Frankfort, Kentucky 40601. Gruber shall neither apply for nor be issued a teaching, administrative, or emergency substitute certificate in the Commonwealth of Kentucky for the remainder of her lifetime.

Vote: Unanimous

1512863 Allan Lasky-Headrick

Accept Agreed Order revoking Certificate Number 000081117

from April 8, 2016 until December 16, 2020. Lasky-Headrick shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 300 Sower Blvd., Fifth Floor, Frankfort, Kentucky 40601. Lasky-Headrick shall neither apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky during the revocation period.

Lasky-Headrick is admonished for exercising poor professional judgment, and for failing to exemplify behaviors which maintain the dignity and integrity of the profession. The Board reminds Lasky-Headrick of his ethical duty to protect the health, safety, and emotional well-being of students, and to refrain from engaging in inappropriate conversations with students. The Board will not tolerate any further incidents of misconduct from Lasky-Headrick.

Prior to reinstatement, Lasky-Headrick 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 Lasky-Headrick. If Lasky-Headrick fails to satisfy this condition, Certificate Number 000081117 shall 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 Lasky-Headrick. If Lasky-Headrick fails to satisfy this condition, Certificate Number 000081117 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 Lasky-Headrick. If Lasky-Headrick fails to satisfy these conditions, Certificate Number 000081117 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 Lasky-Headrick. If Lasky-Headrick fails to satisfy these conditions, Certificate Number 000081117 shall be not be reinstated until such condition is satisfied.
5. Lasky-Headrick shall complete a fit-for-duty assessment by a qualified psychologist as approved by the Board, and follow through with any recommendations given by the provider. If Lasky-Headrick fails to satisfy these conditions, Certificate Number 000081117 shall be not be reinstated until such condition is satisfied.

Additionally, Certificate Number 000081117 shall be subject to a ten (10) year probationary period with the following conditions:

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

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

If Lasky-Headrick fails to satisfy this condition, Certificate Number 201195449 shall be automatically suspended pending review and disposition by the Board.

Vote: *Unanimous*

2001139 Jeremy Stillwell

Accept Agreed Order admonishing Stillwell for falsifying his application for certification. While the Board understands that mistakes can be made when completing an application, it reminds Stillwell that it is important to be diligent and accurate when doing so. Honesty and integrity in the application process are crucial to the Board's mission and Stillwell ethical obligations as an educator. The Board will not tolerate any further incidents of misconduct from Stillwell.

Stillwell shall provide written proof to the Board that he has completed a professional development course or training in the area of educator ethics, as approved by the Board, by January 1, 2021. Stillwell shall pay any expense incurred. If Stillwell fails to satisfy this condition, Certificate Number 201201084 shall be automatically suspended until such condition is fulfilled.

Certificate Number 201201084 shall be subject to the following conditions for a period of five (5) years from the date of this Order:

1. Stillwell shall ensure that he accurately completes all applications for certification to the EPSB. Stillwell must disclose all background information including pending disciplinary actions, charges, and any convictions he may have at the time. If Stillwell fails to fully disclose all relevant information on any application for certification, Certificate Number 201201084 shall be administratively suspended pending Board review and disposition.
2. Stillwell shall not receive any disciplinary action from any school district in which he is employed. If Stillwell 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 suspension, termination, or public reprimand shall be considered a violation of this condition.

Stillwell 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*

1908803 Rhonda Montgomery

Accept Agreed Order admonishing Montgomery for exercising poor professional judgment. As an educator in the Commonwealth of Kentucky, Montgomery has a duty to take reasonable measures to protect the health, safety and emotional well-being of all students.

By December 1, 2020, Montgomery shall provide written proof to the Board that she has completed a professional development course on classroom management, as approved by the Board. Montgomery shall pay any expense incurred. If Montgomery fails to satisfy this condition, Certificate Number 199602795 shall be administratively suspended until such condition is satisfied. Failure to abide by this condition shall result in an administrative suspension until such condition is met.

Upon acceptance of this agreement by the Board, Certificate Number 199602795, shall be subject to the following conditions for a period of five (5) years:

1. Montgomery shall not receive any disciplinary action related to physical contact from any school district in which she is employed. If Montgomery fails to satisfy this condition, Certificate Number 199602795 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 the tribunal upholds the disciplinary action, the disciplinary action, if a termination, suspension or public reprimand shall be considered a violation of

this condition.

Montgomery is aware that should she violate KRS 161.120, either during or following this probationary period, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

2002477 Nancy McDonald

Accept Agreed Order admonishing McDonald for violating the Administration Code for Kentucky's Educational Assessment Program. The Board reminds McDonald that she has an ethical duty to follow all administrative procedures related to student testing for both the well-being of students and for the integrity of the testing process. The Administration Code for Kentucky's Educational Assessment Program is very specific and clear as to what procedures to follow. It is never acceptable to take photos of an assessment. The Board will not tolerate any further incidents of misconduct by McDonald.

McDonald has provided written proof to the Board that she has completed Administration Code Training.

In addition, Certificate Number 199603065 shall be subject to the following condition for a period of two (2) years:

1. McDonald shall not be reported to the Board for a finding that she violated the Administration Code for Kentucky's Educational Assessment Program. If McDonald is reported to the Board for a testing violation during the probationary period, Certificate Number 199603065 shall be administratively suspended pending Board review and disposition.

McDonald 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*

1408522 Gary Sanders

Accept Agreed Order retroactively suspending Certificate Number 200230131 for a period of eighteen (18) months from May 25, 2018 to November 24, 2019.

Upon accepting a certified position in the Commonwealth of

Kentucky, Sanders shall report his employment to the Board within thirty (30) days. If Sanders fails to satisfy this condition, Certificate Number 200230131 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Sanders shall have thirty (30) days from his hire date to provide written proof to the Board that he has completed a professional development course or training in the area of educator ethics. Sanders shall pay any expense incurred. If Sanders fails to satisfy this condition, Certificate Number 200230131 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Sanders shall have three (3) months from his hire date to provide written proof to the Board that he has completed a professional development course or training in the area of diversity and/or cultural sensitivity, as approved by the Board. Sanders shall pay any expense incurred. If Sanders fails to satisfy this condition, Certificate Number 200230131 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Sanders shall have six (6) months from his hire date to provide written proof to the Board that he has completed a professional development course or training in the area of student/teacher boundaries, as approved by the Board. Sanders shall pay any expense incurred. If Sanders fails to satisfy this condition, Certificate Number 200230131 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Certificate Number 200230131 and any new endorsements or new areas of certification shall be subject to the following probationary condition for a period of two (2) years:

1. Sanders 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 Sanders

fails to satisfy this condition, Certificate Number 200230131 shall be administratively suspended for a period of ninety (90) days and subject to additional sanctions by the Board pursuant to KRS 161.120.

Sanders 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*

1906667 Angel Palmer

Accept Agreed Order stating Palmer shall provide written proof to the Board that she has completed a professional development course or training in the area of student supervision, as approved by the Board, by December 1, 2020. Palmer shall pay any expense incurred. If Palmer fails to satisfy this condition, Certificate Number 201114649 shall be administratively suspended until such condition is fulfilled.

Palmer shall provide written proof to the Board that she has completed a professional development course or training in the area of professionalism, as approved by the Board, by December 1, 2020. Palmer shall pay any expense incurred. If Palmer fails to satisfy this condition, Certificate Number 201114649 shall be administratively suspended until such condition is fulfilled.

From the date of this order, Certificate Number 201114649 and any new endorsements or new areas of certification shall be subject to the following probationary condition for a period of two (2) years:

Palmer shall not receive any disciplinary action from any school district she is employed. If Palmer fails to satisfy this condition, Certificate Number 201114649 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.

Palmer is aware that should she violate KRS 161.120, either during or following this probation, the Board shall initiate

new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

2003653 Amy Garcia

Accept Agreed Order stating Garcia voluntarily, knowingly, and intelligently surrenders Certificate Number 201208185, and agrees to not apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

2003677 Michael Harris

Accept Agreed Order retroactively suspending Certificate Number 199802914 from April 1, 2020 through April 5, 2020, June 20, 2020 through June 22, 2020 and June 26, 2020 through June 28, 2020.

By January 1, 2021, Harris shall provide written proof to the Board that he has successfully completed a course in the appropriate use of social media, as approved by the Board. Any expense incurred for said training shall be paid by Harris. If Harris fails to provide written proof by January 1, 2021, Certificate Number 199802914 shall be administratively suspended until such condition is satisfied.

By January 1, 2021, Harris shall provide written proof to the Board that he has successfully completed a course in educator ethics, as approved by the Board. Any expense incurred for said training shall be paid by Harris. If Harris fails to provide written proof by January 1, 2021, Certificate Number 199802914 shall be administratively suspended until such condition is satisfied.

By January 1, 2021, Harris shall provide written proof to the Board that he has successfully completed a course in professionalism, as approved by the Board. Any expense incurred for said training shall be paid by Harris. If Harris fails to provide written proof by January 1, 2021, Certificate Number 199802914 shall be administratively suspended until such condition is satisfied.

Certificate Number 199802914, including any and all endorsements, is hereby subject to the following probationary condition for a period of seven (7) years:

Harris shall not receive any disciplinary action from any school district he is employed. If Harris fails to satisfy this condition, Certificate Number 199802914 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.

Harris 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*

2002375 James Mastin III

Accept Agreed Order admonishing Mastin for exercising poor professional judgment. The Board reminds Mastin that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. By directing derogatory, offensive language towards a student in front of his peers, Mastin unnecessarily subjected that student to public embarrassment. The Board will not tolerate any further incidents of misconduct from Mastin.

Mastin has retired and has no immediate plans to return to the field. However, prior to accepting a certified position in the state of Kentucky, Mastin shall provide written proof to the Board that he has completed a course in educator ethics, as approved by the Board. Mastin shall pay any expense incurred. If Mastin fails to satisfy this condition prior to returning to a certified position, Certificate Number 000042714 shall be administratively suspended until such condition is satisfied.

Further, upon accepting a certified position, Certificate Number 000042714 shall be subject to the following probationary condition for a period of two (2) years:

1. Mastin 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 Mastin

fails to satisfy this condition, Certificate Number 000042714 shall be automatically suspended pending review and disposition by the Board.

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

Vote: *Unanimous*

2002487 Candie Kane

Accept Agreed Order retroactively suspending Certificate Number 000060439 for twelve (12) months from July 1, 2019 to July 1, 2020.

Kane is not currently teaching. However, prior to accepting a certified position in the state of Kentucky, Kane shall provide written proof to the Board that she has completed six (6) hours of professional development training in educator ethics, as approved by the Board. Kane shall pay any expense incurred. If Kane fails to satisfy this condition prior to returning to a certified position, Certificate Number 000060439 shall be administratively suspended until such condition is satisfied.

Further, Kane has not participated in any testing mandated either by Kentucky statute or by any regulation promulgated by the KDE for the 2019-2020 school year as she was not teaching during that time. Certificate Number 000060439 shall be subject to the following probationary conditions until August 1, 2021:

1. Kane shall not be allowed to participate in any testing mandated either by Kentucky statute or by any regulation promulgated by the KDE, during the probationary period. If Kane fails to satisfy this condition, Certificate Number 000060439 shall be administratively suspended pending Board review and disposition.
2. By July 15, 2021, if Kane is employed in a certified position, she shall submit a letter from her supervisor to the Board confirming that she did not participate in any state mandated testing during the 2020-2021 school year. If Kane fails to satisfy any part of this condition, Certificate Number 000060439 shall be administratively suspended until such condition is satisfied.

3. By October 1, 2020, if Kane is employed in a certified position, she shall provide written notification to her supervisor that she is unable to participate in state mandated testing for the school year and shall file a copy of the written notice with the Board. If Kane returns to a certified position after October 1, 2020, she shall provide written notification to her supervisor that she is unable to participate in state mandated testing for the school year and shall file a copy of the written notice with the Board within 30 days of her hire date. If Kane fails to satisfy any part of this condition, Certificate Number 000060439 shall be administratively suspended until such condition is satisfied.

Finally, Certificate Number 000060439 shall be subject to the following permanent probationary condition:

1. Kane shall receive no disciplinary action for violation of 703 KAR 5:080, Administration Code for Kentucky's Educational Assessment Program, from any school district in which she is employed. If Kane fails to satisfy this condition, Certificate Number 000060439 shall be administratively suspended pending Board review and disposition.

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

Kane 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*

2001267 Christopher Nelson

Accept Agreed Order suspending Certificate Number 201136966 from the period of June 1, 2020 to July 31, 2020, a period of two months.

Nelson is no longer teaching in the classroom. Prior to returning to a position requiring Kentucky teacher certification, Nelson shall provide written proof to the Board that he has taken three hours of training/professional development on the topic of educator ethics. Any cost for said training shall be paid for by Nelson. Failure to provide

this proof prior to returning to a position requiring Kentucky teacher certification shall result in Certificate 201136966 being administratively suspended until such time as Nelson provides the written proof.

Nelson is no longer teaching in the classroom. Prior to returning to a position requiring Kentucky teacher certification, Nelson shall provide written proof from a licensed and Board approved alcohol/substance abuse counseling program that he has been assessed and complied with all recommended treatment, and that he is capable of returning to his duties in the classroom. Any expense for said assessment and treatment shall be paid by Nelson. Failure to provide this proof prior to returning to a position requiring Kentucky teacher certification shall result in Certificate 201136966 being administratively suspended until such time as Nelson provides the written proof.

If Nelson should return to a position requiring Kentucky teacher certification, Certificate 201136966 shall be under a 2 year probation period beginning on his first day of employment and will be subject to the following conditions:

Nelson shall not receive any disciplinary action involving alcohol/controlled substance from any school district in which he is employed during the probationary period. If Nelson fails to satisfy this condition, Certificate Number 201136966 shall be automatically suspended pending Board review and disposition.

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

Nelson 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*

2002353 Heath Meadows

Accept Agreed Order retroactively suspending Certificate Number 201196600 on January 31, 2020, a period of one day.

Meadows is admonished for his lack of professional judgment in interactions with students. Exchanging personal text messages with students is inappropriate no matter the intent. As an education professional, it is Meadows'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.

On or before August 1, 2021, Meadows shall provide written proof to the Board that he has taken three hours of professional development/training on the subject of proper teacher-student boundaries as approved by the Board. Meadows shall pay any costs associate with the professional development/training. Failure to provide this proof by August 1, 2021 will result in Certificate 201196600 being administratively suspended until such time as Meadows provides the proof.

On or before August 1, 2021, Meadows shall provide written proof to the Board that he has taken three hours of professional development/training on the subject of educator ethics as approved by the Board. Meadows shall pay any costs associate with the professional development/training. Failure to provide this proof by August 1, 2021 will result in Certificate 201196600 being administratively suspended until such time as Meadows provides the proof.

Certificate Number 201196600 shall be under a three year period of probation from the date the Board approves this Order and subject to the following condition:

Meadows shall not receive any disciplinary action involving student-teacher boundaries from any school district in which he is employed during the probationary period. If Meadows fails to satisfy this condition, Certificate Number 20119660 shall be automatically suspended pending Board review and disposition.

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

Meadows 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*

2002373 Jolean Blackburn

Accept Agreed Order stating Blackburn is presently on disability retirement and has no immediate plans to return to the classroom. If Blackburn should decide to return to the classroom, then prior to accepting any positions that require Kentucky teacher certification in the future, 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, is released to return to work, is fit to perform her duties as a classroom teacher, and is compliant with all treatment recommendations. Blackburn shall pay any expense incurred. If Blackburn fails to satisfy this condition prior to accepting a certified position in Kentucky, Certificate Number 200300207 shall be administratively suspended until such condition is satisfied.

Prior to returning to a position that requires Kentucky teacher certification in the future, Blackburn shall provide written proof to the Board that she has taken three hours of professional development/training on the subject of the proper use of social media. Any cost for said training shall be paid for by Blackburn. Failure to provide this proof prior to accepting a position requiring Kentucky teacher certification will result in Certificate Number 200300207 being administratively suspended until such time as Blackburn provides the proof.

Prior to returning to a position that requires Kentucky teacher certification in the future, Blackburn shall provide written proof to the Board that she has taken three hours of professional development/training on the subject of educator ethics. Any cost for said training shall be paid for by Blackburn. Failure to provide this proof prior to accepting a position requiring Kentucky teacher certification will result in Certificate Number 200300207 being administratively suspended until such time as Blackburn provides the proof.

Blackburn 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*

1909891 Brian Handshoe

Accept Agreed Order suspending Certificate Number 12318's Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2 from June 1, 2020, to May 31, 2021, a period of one year.

Handshoe is retired and not currently working in the public schools. Prior to accepting any employment requiring teacher certification, Handshoe shall provide written proof to the Board that he has taken three hours of training/professional development on the subject of leadership in schools. Any costs associated with said training shall be paid for by Handshoe. Failure to provide said proof prior to accepting employment requiring teacher certification will result in Certificate Number 12318's Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2 being administratively suspended until such time as Handshoe provides the written proof.

Handshoe is retired and not currently working in the public schools. Prior to accepting any employment requiring teacher certification, Handshoe shall provide written proof to the Board that he has taken three hours of training/professional development on the subject of the appropriate use of social media. Any costs associated with said training shall be paid for by Handshoe. Failure to provide said proof prior to accepting employment requiring teacher certification will result in Certificate Number 12318's Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2 being administratively suspended until such time as Handshoe provides the written proof.

Handshoe is retired and not currently working in the public schools. Prior to accepting any employment requiring teacher certification, Handshoe shall provide written proof to the Board that he has taken three hours of training/professional development on the subject of educator ethics. Any costs associated with said training shall be paid for by Handshoe. Failure to provide said proof prior to accepting employment requiring teacher certification will result in Certificate Number 12318's Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2 being administratively suspended until such time as Handshoe provides the written proof.

Upon returning to employment requiring teacher certification, Certificate Number 12318 will be under a probationary period of five years and subject to the following condition.

Handshoe shall receive no disciplinary action during the probationary period. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Handshoe receives disciplinary action during the five year period, Certificate Number 12318 will be automatically suspended pending Board review and disposition.

Handshoe 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*

2002411 Belinda Vance

Accept Agreed Order admonishing Vance for conduct unbecoming a teacher. The Board reminds Vance that, as a teacher, she has a duty to uphold the dignity and integrity of the teaching profession. Driving under the influence of alcohol is not only dangerous; it is also a horrible example to set for students. The Board will tolerate no further incidents of misconduct by Vance.

Certificate Number 82887 is retroactively suspended from June 30, 2019, to July 1, 2020, a period of one year.

Once the suspension period is concluded, Certificate Number 82887 shall be under a permanent probation and subject to the following conditions:

1. For the entirety of the probationary period, Vance shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Vance is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled substance or alcohol, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this

condition will result in any certificate issued to Vance being automatically suspended pending Board review and disposition.

2. During the first five (5) years of the probationary period, Vance shall submit a copy of her current criminal record, as prepared by the Administrative Office of the Courts by August 1st of each year. Any expense required to satisfy this condition shall be paid by Vance. Failure to comply with this condition will result in any certificate issued to Vance being automatically suspended until Vance provides the appropriate written proof to the Board.
3. After the first five (5) years, for the remainder of the probationary period, Vance shall submit a copy of her current criminal record, as prepared by the Administrative Office of the Courts, to the Board with any application for renewal of her certification(s) and/or for issuance of additional certification(s). Any expense required to satisfy this condition shall be paid by Vance. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Vance or on her behalf.

On or before January 1, 2021, Vance shall provide written proof from a licensed and Board approved alcohol/substance abuse counseling program that she has been assessed and complied with all recommended treatment. Any expense for said assessment and treatment shall be paid by Vance.

Failure to comply with this requirement by January 1, 2021 will result in an automatic suspension of Vance's teaching certificate and it will remain suspended until she completes the assessment requirements contained in this Agreed Order.

Vance 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*

1910975 James Taylor

Accept Agreed Order retroactively suspending Certificate Number 201161032 from April 13, 2019 to July 31, 2019.

Certificate Number 201161032 is further suspended from June 1, 2020 to July 31, 2020.

On or before December 31, 2021, Taylor shall provide written proof to the Board that he has taken six hours of training/professional development on the subject of proper teacher/student boundaries. Any cost for said training shall be paid for by Taylor. Failure to provide said proof on or before December 31, 2021 shall result in Certificate Number 201161032 being administratively suspended until such time as the proof is provided.

On or before December 31, 2021, Taylor shall provide written proof to the Board that he has taken six hours of training/professional development on the subject of proper use of social media. Any cost for said training shall be paid for by Taylor. Failure to provide said proof on or before December 31, 2021 shall result in Certificate Number 201161032 being administratively suspended until such time as the proof is provided.

On or before December 31, 2021, Taylor shall provide written proof to the Board that he has taken six hours of training/professional development on the subject of educator ethics. Any cost for said training shall be paid for by Taylor. Failure to provide said proof on or before December 31, 2021 shall result in Certificate Number 201161032 being administratively suspended until such time as the proof is provided.

Upon the entry of this Order by the Board, Certificate Number 201161032 shall be under a ten year probationary period, and subject to the following condition:

Taylor shall not receive any disciplinary action from any school district in which he is employed. If Taylor fails to satisfy this condition, Certificate Number 201161032 shall be administratively suspended pending Board review and disposition.

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

Taylor 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*

2003699 David Gibson

Accept Agreed Order stating Gibson has provided written proof to the Board that he has completed eight and a half hours of training at the Kentucky Association of School Administrators 2020 conference, including a training on Personnel Matters. Therefore, this case shall be dismissed.

Gibson 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*

1905499 Brian Harper

Accept Agreed Order suspending Certificate No. 000029118's Professional Certificate For Instructional Leadership – School Superintendent from July 1, 2020 until December 31, 2020, a period of six months.

Before September 1, 2021, Harper, shall written proof that he has completed twelve (12) hours of training/professional development on the topic of school law, including at least one course on the Model Procurement Code and at least one course on fiscal management, as approved by the Board. Any cost for said training/professional development shall be paid for by Harper. If Harper fails to provide written proof by September 1, 2021, Certificate No. 000029118 shall be administratively suspended until such condition is satisfied.

Upon reinstatement of Certificate No. 000029118's Professional Certificate For Instructional Leadership – School Superintendent, Certificate No. 000029118 will be subject to the following probationary condition for four (4) years:

Harper shall not receive any disciplinary action for misuse of district funds, violations of the Model Procurement Code, or violations of the capital construction process from any district in which he is employed. If Harper 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.

Harper 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*

2002415 Carrie Decker

Accept Agreed Order suspending certificate number 200403398 from January 16, 2020 to December 16, 2020.

Decker has provided documentation indicating that she has completed alcohol/substance abuse treatment as well as in-patient treatment.

Certificate 200403398 shall be subject to a permanent probationary period and subject to the following conditions:

1. Decker shall submit to the Board by January 1st and July 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. Decker shall pay any expense incurred. If Decker fails to satisfy this condition, Certificate Number 200403398 shall be administratively suspended until such condition is satisfied.
2. Decker shall have no criminal convictions involving the use and/or possession of alcohol/controlled substance during the probationary period. If Decker 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, Certificate number 200403398 shall be permanently revoked. If Decker 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, Decker shall notify the Board within thirty (30) days.

3. Decker 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. Decker shall pay any expense incurred. If Decker fails to satisfy this condition, Certificate Number 200403398 shall be administratively suspended until such condition is satisfied.
4. Decker shall not receive any disciplinary action involving alcohol/controlled substance from any school district in which she is employed during the probationary period. If Decker fails to satisfy this condition, Certificate Number 200403398 shall be permanently revoked.

Decker 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

17101409 Janet Allen

Decision

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that the EPSB not reissue or renew Certificate Number 000029156 at any time in the future.

Vote: *Unanimous (Mr. Mitchell recused)*

1803365 Kelly Chadwell

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 200701081 issued to Kelly Chadwell is permanently revoked. Respondent, Kelly Chadwell, shall neither apply for, nor be issued, a teaching, administrative, or emergency 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*

Motion made by Mr. Mitchell seconded by Ms. Souder to adjourn the meeting.

Vote: Unanimous

Meeting adjourned at 4:42 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

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

Staff's 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 principal program?

Applicable Statute or Regulation:

KRS 161.028, 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. The superintendent from Casey County Schools has requested a collaborative agreement with Campbellsville University to offer its Principal P-12 preparation program as part of a Grow Your Own initiative. Coursework will be provided in both campus-based and online formats. Classes will be held at the Casey County Education Center in Liberty, Kentucky. The Casey County Education Center was built in 2015 and has one floor (14,000 square feet) and 24 rooms. There is 5,250 square feet of classroom space which includes seven classrooms and a computer lab. The community room includes another 1,100 square feet of classroom space. The classroom spaces are spacious allowing for large group lectures and discussions as well as sufficient space for small groups. There is available laboratory space, library space and administrative/office space. There is sufficient parking space that is well lit and close to the building which is equipped with security cameras. Campbellsville University will provide the necessary

technology that includes a laptop computer with projector that can be used for in-class presentations. The building provides Wi-Fi which is accessible for students' personal devices. Office and teaching supplies are available onsite. The School Principal P-12 program consists of eight face-to-face courses over two academic years with six hours of online coursework during the summer at midpoint of the program. This program will be available for both traditional and alternative route candidates. The coursework, assessments and clinical experiences, as well as the admission and exit criteria, will be the same as the campus-based School Principal P-12 preparation program. The program has sufficient faculty and resources to offer this program at the Casey County Education Center as reported by Dr. Hedgepath, the Provost at Campbellsville University.

Budget Impact: There is no budgetary impact.

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:

2020-2021 Emergency Non-Certified School Personnel Program

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the local school districts' applications for the Emergency Non-Certified School Personnel Program for the 2020-2021 school year.

Rationale:

All recommended districts have met the requirements of 16 KAR 2:030.

Action Question:

Should the EPSB approve the local school districts' applications for the Emergency Non-Certified School Personnel Program for the 2020-2021 school year?

Applicable Statutes and Regulation:

16 KAR 2:030

History/Background:

Existing Policy: 16 KAR 2:030, Section 3, provides that if a district is unable to employ a substitute teacher using the priority selection process, a district may utilize a person through the Emergency Noncertified School Personnel Program. A district seeking participation in this program shall apply to and receive approval from the EPSB on an annual basis. For initial participation, the district's application shall demonstrate need, list the recruitment efforts and plans, and outline a minimum eighteen-hour orientation program that includes an emphasis on student safety, district policies and procedures. A district that was approved by the EPSB to operate an Emergency Noncertified School Personnel Program the preceding year may request renewal for continuation of the program. Renewal shall be contingent upon demonstration of the continued need for the program and successful evaluation of the previous year's program pursuant to reporting requirements.

Summary: Attached is a list of the school districts that staff is recommending for inclusion in the program for the 2020-2021 school year. All districts have met the requirements of 16 KAR 2:030.

Budget Impact: There is no budgetary impact.

Contact Person:

Todd Davis, Director
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
(502) 564-4606
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Emergency Non-Certified Districts Applying for 2020-2021

- 1. Butler County**
- 2. Clay County**
- 3. Powell County**
- 4. Robertson County**
- 5. Todd County**

Emergency Non-Certified Districts Renewing for 2020-2021

- 1. Augusta Independent**
- 2. Barren County**
- 3. Bourbon County**
- 4. Campbell County**
- 5. Casey County**
- 6. Cumberland County**
- 7. Hancock County**
- 8. Lee County**
- 9. Menifee County**
- 10. Morgan County**
- 11. Pendleton County**
- 12. Washington County**

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

16 KAR 5:010. Standards for Accreditation of Educator Preparation Providers and Approval of Programs, Amendment

Rationale:

The proposed amendment identifies the accreditation and program approval requirements for current and prospective Educator Preparation Providers (EPPs) in Kentucky. It was last revised in 2011 and updates are proposed to reflect current national and state standards and recommended policy and procedural changes.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:010

History/Background:

Existing Policy: 16 KAR 5:010 requires that an EPP, or prospective EPP, must seek state accreditation through either a joint national and state accreditation process or a state-only accreditation process, using the EPSB-adopted national standards. If an EPP chooses national and state accreditation through the joint review process, the state accreditation decision process begins after the national accreditor makes their ruling. The EPP receives a national accreditation ruling and a state accreditation ruling. The regulation describes the processes and protocols for initial and continuing accreditation of those two accreditation options.

The current regulation references national and state accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE). NCATE ceased being a national accreditor in 2013 and the EPSB has adopted the standards of the national accreditor Council for the Accreditation of Educator Preparation (CAEP). The EPSB approved standards for initial preparation programs in 2015 and advanced preparation standards in 2019.

Additionally, 16 KAR 5:010 describes an extensive program review structure for new and existing EPPs seeking approval for new programs and continuing programs. The continuing program review process occurs every seven years leading up to an EPPs accreditation. Additionally, the current Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II program requirements were added in the 2011 revisions to 16 KAR 5:010.

Summary: National accreditation recognition: The EPSB rules on state accreditation for an EPP as part of either a joint national and state accreditation visit or a state-only accreditation visit. After the national accreditor rules on national accreditation, the state accreditation decision process begins. The board appointed Accreditation Audit Committee reviews the national decision and all other visit documentation and makes a recommendation to the EPSB. The revised regulation no

longer would require a state accreditation process in addition to national accreditation. For an EPP that earns national accreditation by an approved accreditor for educator preparation, the EPSB would recognize the ruling of the national accreditor. The national review team would include a Kentucky trained site visitor for state representation as well as the state agency consultant. Additionally, the revised regulation includes a proposed state Emergency Authorization to Operate (EAO) process in the event a national accreditor denies accreditation to a Kentucky EPP. It allows the EPP to apply for an EAO so that it can temporarily operate while a state accreditation process begins.

Approved National Accreditors: The EPSB has historically recognized the standards of a single national accreditor of educator preparation; previously NCATE (1954 - 2013) and currently CAEP (2014-present). There is another national accreditor for educator preparation that is currently pursuing approval from the Council for Higher Education Accreditation (CHEA) and there could be others in the future. The revised regulation provides the EPSB the decision of what national accreditor(s) Kentucky will recognize. All national accreditors would be required to have prior approval by the EPSB before an EPP's national accreditation would be recognized.

State Accreditation Standards: In June 2015, the EPSB adopted the CAEP standards for initial preparation programs. In June 2019, the Board adopted the advanced standards as the accreditation standards for all educator preparation providers accredited by the EPSB. The revised regulation replaces the expired NCATE standards and reflects these current standards.

Program Review process: The proposed regulation identifies the components of the program review documentation needed for new program submissions and streamlines the documentation necessary for previously approved EPPs to submit to seek continuing program approval. This continuing program review and approval process occurs every seven years prior to the EPP's accreditation. The information that EPPs have to submit for each program twenty-four months prior to their accreditation site visit includes: 1) Programmatic changes that have occurred since their last continuing program review; 2) Summary data analysis based on program assessment data identifying strengths and areas for improvement; 3) Continuous improvement plans linked to the summary data analysis, EPP data and institutional data; and, 4) Demonstration of compliance of regulatory requirements.

A copy of the proposed amendments are included for EPSB review.

Budget Impact: If the EPSB recognizes multiple national accreditors for which Kentucky has to pay annual dues or fees, there could be an added cost of approximately \$10,000-\$15,000.

Groups Consulted and Brief Summary of Responses:

Program Review Advisory Panel

Kentucky Association of Colleges of Teacher Education (KACTE)

EPP leaders

The Program Review Advisory Panel, comprised of representatives from EPPs and Kentucky

Department of Education staff, met several times to discuss the statutory requirements and possible revisions to the regulatory requirements relating to the program review and approval processes.

KACTE's Policy Committee submitted feedback indicating the need to update the national accreditor and national standards.

EPP comments were captured through representation on the Dean's Council with Associate Commissioner, Rob Akers, and through KACTE meetings.

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 5:010. Standards for accreditation of educator preparation **providers**[units] and approv-
5 al of programs.

6 RELATES TO: KRS 161.028, 161.030, 164.945, 164.946,164.947, 20 U.S.C. 1021-1022h

7 STATUTORY AUTHORITY: KRS 161.028, 161.030

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education
9 Professional Standards Board (**EPSB**) to establish standards and requirements for obtaining and
10 maintaining a teaching certificate and for programs of preparation for teachers and other profes-
11 sional school personnel. KRS 161.030(1) requires all certificates issued under KRS 161.010 to
12 161.126 to be issued in accordance with the administrative regulations of the **EPSB**[board]. This
13 administrative regulation establishes the standards for accreditation of an educator preparation
14 **provider**[unit] and approval of a program to prepare an educator.

15 Section 1. Definitions. **(1) “Accreditation Reviewers” means the evaluators who review**
16 **educator preparation providers as part of the accreditation process.**

17 **(2)“Advanced programs” means educator preparation programs offered at the graduate**
18 **level and designed to develop additional specialized professional skills or credentials for P-**
19 **12 educators who have already completed an initial certification program.**

20 **(3)“CAEP” means the Council for the Accreditation of Educator Preparation that estab-**
21 **lishes a set of national accreditation standards for educator preparation which apply to the**

1 state accreditation process.

2 (4) “Educator Preparation Provider” (EPP) means the accredited unit at an institution
3 responsible for the preparation of educators.

4 (5)“Initial programs” means educator preparation programs offered at the undergrad-
5 uate or graduate levels to prepare an individual for a first professional teaching credential.
6 These programs are designed to prepare candidates who have not yet earned a certificate
7 to become P-12 educators.

8 (6) “Institution” means a college or university. [~~(1) "AACTE" means the American Associ-~~
9 ~~ation of Colleges for Teacher Education.~~

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

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

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

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

16 ~~—(6) "NCATE accreditation" means a process for assessing and enhancing academic and edu-~~
17 ~~ational quality through voluntary peer review.]~~

18 (7)“National Specialized Professional Association” means association that defines the
19 content-area standards for specialized programs. EPSB approved National Specialised Pro-
20 fessional Associations are published on the EPSB website.

21 (8) (7)] "State accreditation" means recognition by the EPSB that an **EPP**[institution] has[-a
22 professional education unit that has] met accreditation standards as a result of review, including
23 an on-site team review.

1 **(9) “Technical visit” means an on-campus, in-person visit by EPSB staff to an institution**
2 **or EPP to advise for program and accreditation reviews.**

3 **(10)“Unit” means the colleges, schools, and departments of education that are seeking**
4 **EPSB accreditation.**

5 Section 2. **General** Accreditation Requirements. (1) **A Kentucky**~~[An]~~ institution offering an
6 educator **preparation**~~[certification]~~ program **shall have**~~[or a program leading to a rank change]:~~

7 **(a) National accreditation by an educator preparation accreditor approved by the**
8 **EPSB; or**

9 **(b) State accreditation by the EPSB.**

10 ~~[(a) Shall be accredited by the state; and~~

11 ~~(b) May be accredited by NCATE.]~~

12 (2) State accreditation shall be based[:

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

15 ~~(b) Based] on the **EPSB-approved** national accreditation standards **aligned to the compo-**
16 **ments**~~[which include the program standards]~~ enumerated in KRS 161.028(1)(b), and which are
17 ~~[set out in the “Professional Standards for the Accreditation of Teacher Preparation Institu-~~
18 ~~tions”]established by **CAEP**.~~[NCATE. The accreditation standards shall include:]~~~~~~

19 **(a) The 2013 CAEP Standards shall be the accreditation standards for initial programs.**

20 **(b) The 2016 CAEP Standards for Advanced Programs shall be the accreditation stand-**
21 **ards for advanced programs.**

22 ~~[1. Standard 1—Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work~~
23 ~~in schools as teachers or other professional school personnel know and demonstrate the content,~~

1 pedagogical, and professional knowledge, skills, and dispositions necessary to help all students
2 learn. Assessments indicate that candidates meet professional, state, and institutional standards.

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

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

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

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

19 —6. Standard 6—Unit Governance and Resources. The unit has the leadership, authority, budg-
20 et, personnel, facilities, and resources including information technology resources, for the prepa-
21 ration of candidates to meet professional, state, and institutional standards.

22 —(3) NCATE accreditation shall not be a condition of offering an educator certification pro-
23 gram or a program leading to a rank change.]

1 ~~(3)~~(4) All educator preparation institutions and programs operating in Kentucky that require
2 licensure by the Council on Postsecondary Education under KRS 164.945, 164.946, 164.947, and
3 13 KAR 1:020 shall **be approved by**:

4 ~~—(a) Be accredited by the state through~~ the EPSB under this administrative regulation as a
5 condition of offering an educator **preparation**~~[certification]~~ program or a program leading to
6 rank change~~;~~ ~~and~~

7 ~~—(b) Comply with the EPSB "Accreditation of Preparation Programs Procedure".]~~

8 **(4) For continuing national or state accreditation, an EPP must submit the following ev-**
9 **idence as part of the accreditation process:**

10 **(a) Documentation submitted to the EPSB staff for Title II compliance, indicating that**
11 **the EPP's summary pass rate on state licensure examinations meets or exceeds the**
12 **required state pass rate of eighty (80) percent; and**

13 **(b) Documentation that the institution is accredited by the appropriate regional institu-**
14 **tional accrediting agency recognized by the U.S. Department of Education. Required**
15 **documentation shall include a copy of the current regional accreditation letter or re-**
16 **port that indicates institutional accreditation status.**

17 Section 3. Developmental Process for New Educator Preparation **Institutions**~~[Programs]~~. (1)
18 **Institutions**~~[New educator preparation institutions]~~ requesting approval from the EPSB to **be**
19 **recognized as a new EPP**~~[develop educator preparation programs that do not have a historical~~
20 ~~foundation from which to show the success of candidates or graduates as required under Section~~
21 ~~9 of this administrative regulation]~~ shall follow the four (4) stage developmental process estab-
22 lished in this Section to gain temporary authority to admit **and exit** candidates **and operate one**
23 **(1) or more educator preparation programs. The developmental process is required wheth-**

1 **er an institution intends to seek national or state accreditation.**

2 (2) Stage One: **Application.**

3 (a) The [~~educator preparation~~] institution shall submit **to the EPSB for review and ac-**
4 **ceptance** an official **notice of intent**[~~letter~~] from the chief executive officer and the governing
5 board of the institution [~~to the EPSB for review and acceptance by the board~~] indicating the insti-
6 tution's intent to begin the developmental process to **become an educator preparation provid-**
7 **er**[~~establish an educator preparation program~~].

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

9 (c) The institution shall submit the following documentation:

10 **1. A letter from the institution's chief executive officer that designates the unit as having**
11 **primary authority and responsibility for professional education programs;**

12 **2. A chart or narrative that lists all educator preparation programs offered by the in-**
13 **stitution, including any nontraditional and alternative programs, and shall depict:**

14 **a. The degree or award levels for each program;**

15 **b. The administrative location for each program; and**

16 **c. The structure or structures through which the unit implements its oversight of all**
17 **programs;**

18 **3. If the unit's offerings include off-campus programs, a separate chart or narrative**
19 **as described in subparagraph 2 of this paragraph, prepared for each location at which**
20 **off-campus programs are geographically located;**

21 **4. An organizational chart of the institution that depicts the professional education**
22 **unit and indicates the unit's relationship to other administrative units within the college**
23 **or university;**

1 5. The name and job description of the head of the unit and an assurance that the
2 head has the authority and responsibility for the overall administration and operation of
3 the unit;

4 6. The policies and procedures that guide the operations of the unit. Required docu-
5 mentation shall include the cover page and table of contents for codified policies, bylaws,
6 procedures, and student handbooks;

7 7. The unit's processes, including a description of the quality assurance system, to
8 regularly monitor and evaluate its operations, the quality of its offerings, the perfor-
9 mance of candidates, and the effectiveness of its graduates;

10 8. Program review documentation identified in Section 18 and

11 9. The institution's accreditation by the regional institutional accrediting agency rec-
12 ognized by the U.S. Department of Education. Required documentation shall include a
13 copy of the current regional accreditation letter or report that indicates institutional ac-
14 creditation status.

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

16 —2. Continuous assessment plan required by Section 11(2) of this administrative regulation; and

17 —3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this adminis-
18 trative regulation.

19 —(d) The EPSB shall provide for a paper review of this documentation by the Reading Commit-
20 tee and the Continuous Assessment Review Committee.]

21 (d) Stage One documentation is reviewed by EPSB staff and the Program Review Com-
22 mittee. The Program Review Committee shall make one of the following recommendations:

23 1. Concerns identified and reported to the educator preparation unit for resolution; or

1 **2. Recommendation to proceed to Stage Two.**

2 (e) Following **a recommendation from the Program Review Committee** [~~review of the~~
3 ~~documentation~~], EPSB staff shall make an additional technical visit to the institution.

4 (3) Stage Two: **On-Site visit and Accreditation Audit Committee Recommendation.**

5 **(a) Nine months prior to the scheduled on-site visit, the institution shall submit to the**
6 **EPSB a written narrative self-study to describe the process and document that the unit has**
7 **evaluated its practices against the EPSB approved accreditation standards. The written**
8 **narrative may be supplemented by a chart, graph, diagram, table, or other similar means**
9 **of presenting information and shall not exceed 100 pages in length.**

10 **(b)**[(a)] A [~~board of examiners~~] team **of trained reviewers identified by EPSB staff** shall
11 make a one (1) day visit to the institution to verify the **self-study evidence** [~~paper review~~].

12 **(c)**[(b)] The team **of three** shall be comprised of:

- 13 1. One (1) representative from a public postsecondary institution;
14 2. One (1) representative from an independent postsecondary institution; and
15 3. One (1) representative from **a P-12 organization.** [~~the Kentucky Education Association.~~]

16 **(d)**[(c)] The team shall submit a written report of its findings to the EPSB **staff**.

17 **(e)**[(d)] The EPSB **staff** shall provide a copy of the written report to the institution.

18 **(f)**[(e)] 1. The institution may submit a written rejoinder to the report within thirty (30) work-
19 ing days of its receipt.

20 2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the
21 team's report.

22 **(g)**[(f)] The Accreditation Audit Committee shall review the materials gathered during Stages
23 One and Two and make one (1) of the following recommendations to the EPSB with regards to

1 temporary authorization:

- 2 1. Approval;
- 3 2. Approval with conditions; or
- 4 3. Denial of approval.

5 (4) Stage Three: **EPSB Ruling.**

6 (a) The EPSB shall review the materials and recommendations from the Accreditation Audit
7 Committee and make one (1) of the following determinations with regards to temporary authori-
8 zation:

- 9 1. Approval;
- 10 2. Approval with conditions; or
- 11 3. Denial of approval.

12 (b) An institution receiving approval or approval with conditions shall:

- 13 1. Hold this temporary authorization for two (2) years; and
- 14 2. Continue the developmental process **by pursuing**~~[and the first]~~ accreditation ~~[process]~~ **as**
15 established in this administrative regulation.

16 (c) An institution denied temporary authorization may reapply **twelve (12) months after the**
17 **EPSB's decision.**

18 (d) During the two (2) year period of temporary authorization, the institution shall:

- 19 1. Admit candidates;
- 20 2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
- 21 3. **Provide reports**~~[Report regularly]~~ to the EPSB **staff** on the institution's progress **as re-**
22 **quested.**

23 (e) During the two (2) year period of temporary authorization, the EPSB **staff**:

1 1. May schedule additional technical visits; and

2 2. Shall monitor progress by ~~paper~~ review of annual reports **and**~~[,]~~ admission and exit data~~;~~
3 ~~and trend data~~].

4 (5) Stage Four: **Initial Accreditation Visit.**

5 (a) The institution shall **pursue either national or state level accreditation** ~~[host a first ac-~~
6 ~~creditation visit]~~ within two (2) years of the approval or approval with conditions of temporary
7 authorization.

8 (b) **If the institution pursues national accreditation, all**~~[AH]~~ further accreditation activities
9 shall be governed by Section **4**~~[9]~~ of this administrative regulation.

10 **(c) If the institution pursues state accreditation, all further accreditation activities shall**
11 **be governed by Section 6 of this administrative regulation.**

12 **Section 4. National Accreditation. (1) An EPP may pursue initial or continuing national**
13 **accreditation, if the national accreditor has been approved by the EPSB as demonstrating**
14 **the requirements of KRS 161.028.**

15 **(3) a national accreditor seeking EPSB approval shall apply to the EPSB and submit**
16 **documentation of the following:**

17 **(a) Established rigorous standards for educator preparation that align with KRS**
18 **161.028(1)(b) and guide institutions in establishing and maintaining high quality pro-**
19 **grams that produce evidence of academic achievement;**

20 **(b) All accreditation standards be met in order for an educator preparation provider to**
21 **obtain and maintain accredited status**

22 **(c) The scope of accreditation;**

23 **(d) The capacity for staff and resources to carry out the operations of the organization;**

1 (e) Public dissemination of information about the accreditation status of educator prep-
2 paration providers including length of a term of accreditation, reasons for awarding ac-
3 creditation status, information about any deficiencies in relation to accreditation stand-
4 ards and policies and reasons for conditional approval or denial of accreditation;

5 (f) A system of quality assurance for standards, policies and procedures that is reviewed
6 on a cyclical basis;

7 (g) Policies and procedures and a governance structure that supports the established ac-
8 creditation and decision-making processes; and,

9 (h) Letter(s) of support and interest from a Kentucky Educator Preparation Provider.

10 (3) National accreditors approved by the EPSB shall notify the EPSB in writing of any
11 changes to the requirements of Subsection (2) of this Section and shall include the rationale
12 for the changes.

13 (3) If an EPP pursues initial or continuing accreditation from a national accreditor ap-
14 proved by the EPSB, the accreditation decision of the national accreditor shall be presented
15 for recognition by the EPSB at the next scheduled meeting following the national accredita-
16 tion decision.

17 (4) If the EPP is denied accreditation by the national accreditor, the EPP may seek
18 Emergency Authorization to Operate from the EPSB as outlined in Section 5 of this admin-
19 istrative regulation.

20 (5) As part of national accreditation, an EPP's programs leading to educator certifica-
21 tion and rank change shall be reviewed through the state program review process as estab-
22 lished in Section 17 of this administrative regulation. Twenty-four (24) months prior to the
23 scheduled on-site visit, the EPP shall submit programs for review in accordance with the

1 program review section of this administrative regulation.

2 (6) Prior to the scheduled on-site evaluation visit, EPSB staff shall participate in the pre-
3 visit to the institution to serve as a state consultant to the national chair.

4 (7) At least one (1) EPSB staff member shall be assigned as support staff and liaison dur-
5 ing the national accreditation visit and one (1) state representative trained in the standards
6 of the national accreditor shall serve as a member of the site visit team.

7 (8) To maintain continuing national accreditation, the EPP shall follow the cycle and
8 timelines established by the national accreditor.

9 Section 5. Emergency Authorization to Operate (EAO). If a Kentucky EPP seeks initial
10 or continuing national accreditation from a national accreditor approved by the EPSB and
11 is denied accreditation, the EPP may apply for an EAO.

12 (2) An EAO allows the EPP to temporarily operate for one (1) year or two (2) academic
13 terms.

14 (3) The EPP cannot admit new candidates during the EAO period.

15 (4) The application for an EAO shall be made from the EPP to the EPSB within five (5)
16 business days of the date of the official notification by the national accreditor that the EPP
17 was denied national accreditation.

18 (5) The EPSB staff will conduct a technical visit to the EPP within ten (10) business days
19 of receipt of the request for EAO.

20 (6) The EPP shall submit a Corrective Action Plan (CAP) addressing all identified defi-
21 ciencies from their national accreditation within fifteen (15) calendar days following the
22 technical visit.

23 (7) The CAP will be reviewed by the Accreditation Audit Committee for recommenda-

1 tion to the EPSB for state accreditation, state accreditation with conditions, state accredita-
2 tion with probation, or denial.

3 (8) The EPSB shall review the recommendation from the Accreditation Audit Commit-
4 tee at the next EPSB meeting and make the determination to grant the EPP state accredita-
5 tion, state accreditation with conditions, state accreditation with probation or deny accredi-
6 tation.

7 Section 6. State Accreditation. (1)EPPs seeking first or continuing state accreditation are
8 on a seven-year review cycle.

9 (2) If an EPP held national accreditation prior, but now seeks state accreditation, the
10 EPP would be reviewed for state accreditation in the same year as their previous national
11 cycle.

12 (3) Twenty-four (24) months prior to the scheduled on-site visit, the EPP shall submit
13 programs for review in accordance with Section 18 of this administrative regulation.

14 (4) Nine (9) months prior to the on-site visit the EPP shall submit a self-study document
15 and supporting evidence that address the state accreditation standards.

16 (5) Assigned accreditation reviewers shall conduct an offsite review of the self-study and
17 supporting evidence and produce a Formative Feedback Report to the EPP.

18 [~~Section 4. Schedule and Communications. (1) The EPSB shall send an accreditation and pro-~~
19 ~~gram approval schedule to each educator preparation institution no later than August 1 of each~~
20 ~~year. The first accreditation cycle shall provide for an on site continuing accreditation visit at a~~
21 ~~five (5) year interval. The regular accreditation cycle shall provide for an on site continuing ac-~~
22 ~~creditation visit at a seven (7) year interval.~~

23 ~~—(2) The accreditation and program approval schedule shall be directed to the official designat-~~

1 ed by the institution as the head of the educator preparation unit with a copy to the president. The
2 head of the educator preparation unit shall disseminate the information to administrative units
3 within the institution, including the appropriate college, school, department, and office.

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

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

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

9 —(6) The governance unit for educator preparation shall be responsible for the preparation nec-
10 essary to comply with the requirements for timely submission of materials for accreditation and
11 program approval as established in this administrative regulation.

12 Section 5. Annual Reports. (1)(a) Each institution shall report annually to the EPSB to pro-
13 vide data about:

14 —1. Faculty and students in each approved program;

15 —2. Progress made in addressing areas for improvement identified by its last accreditation eval-
16 uation; and

17 —3. Major program developments in each NCATE standard.

18 —(b)1. An institution seeking accreditation from NCATE and EPSB shall complete the Profes-
19 sional Educator Data System (PEDS) sponsored by AACTE and NCATE and located online at
20 <http://www.aacte.org>. After the PEDS is submitted electronically, the institution shall print a copy
21 of the completed report and mail it to the EPSB at 100 Airport Road, Frankfort, Kentucky 40601.

22 —2. An institution seeking state only accreditation shall complete the Annual State Only Insti-
23 tutional Data Report online at <http://www.kyepsb.net/teacherprep/index.asp> and submit it elec-

1 ~~tronically to the division contact through the EPSB Web site.~~

2 ~~—(2)(a) The EPSB shall review each institution's annual report to monitor the capacity of a unit~~
3 ~~to continue a program of high quality.~~

4 ~~—(b) The EPSB may pursue action against the unit based on data received in this report.~~

5 ~~—(3) The Accreditation Audit Committee shall submit a biennial report, based on data submit-~~
6 ~~ted in the annual reports, to the unit head in preparation for an on-site accreditation visit.~~

7 ~~Section 6. Content Program Review Committee. (1)(a) The EPSB shall appoint and train a~~
8 ~~content program review committee in each of the certificate areas to provide content area exper-~~
9 ~~tise to EPSB staff and the Reading Committee.~~

10 ~~—(b) Nominations for the content program review committees shall be solicited from the educa-~~
11 ~~tion constituent groups listed in Section 13 of this administrative regulation.~~

12 ~~—(2)(a) A content program review committee shall review an educator preparation program to~~
13 ~~establish congruence of the program with standards of nationally recognized specialty program~~
14 ~~associations and appropriate state performance standards.~~

15 ~~—(b) A content program review committee shall examine program content and faculty exper-~~
16 ~~tise.~~

17 ~~—(3) A content program review committee shall submit written comments to EPSB staff and~~
18 ~~the Reading Committee for use in the program approval process.~~

19 ~~—(4) A content program review committee shall not make any determination or decision regard-~~
20 ~~ing the approval or denial of a program.~~

21 ~~Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint and train~~
22 ~~a Continuous Assessment Review Committee to be comprised of P-12 and postsecondary faculty~~
23 ~~who have special expertise in the field of assessment.~~

1 ~~—(2) The Continuous Assessment Review Committee shall conduct a preliminary review of~~
2 ~~each institution’s continuous assessment plan.~~

3 ~~—(3) The Continuous Assessment Review Committee shall meet in the spring and fall semesters~~
4 ~~of each year to analyze the continuous assessment plan for those institutions that are within one~~
5 ~~(1) year of their on-site visit.~~

6 ~~—(4) The Continuous Assessment Review Committee shall provide technical assistance to re-~~
7 ~~questing institutions in the design, development, and implementation of the continuous assess-~~
8 ~~ment plan.~~

9 ~~—Section 8. Reading Committee. (1) The EPSB shall appoint and train a Reading Committee~~
10 ~~representative of the constituent groups to the EPSB.~~

11 ~~—(2) The Reading Committee shall conduct a preliminary review of accreditation materials, an-~~
12 ~~ual reports, and program review documents from an educator preparation institution for ade-~~
13 ~~quacy, timeliness, and conformity with the corresponding standards.~~

14 ~~—(3) For first accreditation, the Reading Committee shall:~~

15 ~~—(a) Review the preconditions documents prepared by the institution; and~~

16 ~~—(b) Send to the EPSB a preconditions report indicating whether a precondition has been satis-~~
17 ~~fied by documentation. If a precondition has not been met, the institution shall be asked to revise~~
18 ~~or send additional documentation. A preconditions report stating that the preconditions have~~
19 ~~been met shall be inserted into the first section of the institutional report.~~

20 ~~—(4) For continuing accreditation and program approval, the Reading Committee shall:~~

21 ~~—(a) Determine that a submitted material meets requirements;~~

22 ~~—(b) Ask that EPSB staff resolve with the institution a discrepancy or omission in the report or~~
23 ~~program;~~

1 ~~—(c) Refer an unresolved discrepancy or omission to the on-site accreditation team for resolu-~~
2 ~~tion; or~~

3 ~~—(d) Recommend that the evaluation and approval process be terminated as a result of a severe~~
4 ~~deficiency in the submitted material.~~

5 ~~—(5) The EPSB shall discuss a recommendation for termination with the originating institution.~~
6 ~~The institution may submit a written response which shall be presented, with the Reading Com-~~
7 ~~mittee comments and written accreditation and program, by EPSB staff for recommendation to~~
8 ~~the full EPSB.~~

9 ~~—Section 9. Preconditions for First Unit Accreditation. (1) Eighteen (18) months prior to the~~
10 ~~scheduled on-site visit of the evaluation team, the educator preparation institution shall submit~~
11 ~~information to the EPSB, and to NCATE if appropriate, documenting the fulfillment of the pre-~~
12 ~~conditions for the accreditation of the educator preparation unit, as established in subsection (2)~~
13 ~~of this section.~~

14 ~~—(2) As a precondition for experiencing an on-site first evaluation for educator preparation, the~~
15 ~~institution shall present documentation to show that the following conditions are satisfied:~~

16 ~~—(a) Precondition Number 1. The institution recognizes and identifies a professional education~~
17 ~~unit that has responsibility and authority for the preparation of teachers and other professional~~
18 ~~education personnel. Required documentation shall include:~~

19 ~~—1. A letter from the institution's chief executive officer that designates the unit as having pri-~~
20 ~~mary authority and responsibility for professional education programs;~~

21 ~~—2. A chart or narrative that lists all professional education programs offered by the institution,~~
22 ~~including any nontraditional and alternative programs. The chart or narrative report shall depict:~~

23 ~~—a. The degree or award levels for each program;~~

1 —b. The administrative location for each program; and
2 —c. The structure or structures through which the unit implements its oversight of all programs;
3 —3. If the unit's offerings include off campus programs, a separate chart or narrative as de-
4 scribed in subparagraph 2 of this paragraph, prepared for each location at which off campus pro-
5 grams are geographically located; and
6 —4. An organizational chart of the institution that depicts the professional education unit and
7 indicates the unit's relationship to other administrative units within the college or university.
8 —(b) Precondition Number 2. A dean, director, or chair is officially designated as head of the
9 unit and is assigned the authority and responsibility for its overall administration and operation.
10 The institution shall submit a job description for the head of the professional education unit.
11 —(c) Precondition Number 3. Written policies and procedures guide the operations of the unit.
12 Required documentation shall include cover page and table of contents for codified policies, by-
13 laws, procedures, and student handbooks.
14 —(d) Precondition Number 4. The unit has a well-developed conceptual framework that estab-
15 lishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and
16 provides direction for programs, courses, teaching, candidate performance, scholarship, service,
17 and unit accountability. Required documentation shall include:
18 —1. The vision and mission of the institution and the unit;
19 —2. The unit's philosophy, purposes, and goals;
20 —3. Knowledge bases including theories, research, the wisdom of practice, and education poli-
21 cies, that inform the unit's conceptual framework;
22 —4. Candidate proficiencies aligned with the expectations in professional, state, and institution-
23 al standards; and

1 —5. A description of the system by which the candidate proficiencies described are regularly as-
2 sessed.

3 —(e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the
4 quality of its offerings, the performance of candidates, and the effectiveness of its graduates. Re-
5 quired documentation shall include a description of the unit's assessment and data collection sys-
6 tems that support unit responses to Standards 1 and 2 established in Section 2(2)(b)1 and 2 of
7 this administrative regulation.

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

11 —1. A photocopy of published documentation (e.g., from a catalog, student teaching handbook,
12 application form, or Web page) listing the basic requirements for entry to, retention in, and com-
13 pletion of professional education programs offered by the institution, including any nontradition-
14 al, alternative or off-campus programs; and

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

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

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

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

23 —1. The most recent approval letters from the EPSB and CPE, including or appended by a list

1 of approved programs. If any program is not approved, the unit shall provide a statement that it is
2 not currently accepting new applicants into the nonapproved program or programs. For programs
3 that are approved with qualifications or are pending approval, the unit shall describe how it will
4 bring the program or programs into compliance; and

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

9 —(h) Precondition Number 8. If the institution has chosen to pursue dual accreditation from
10 both the state and NCATE and receive national recognition for a program or programs, the insti-
11 tution shall submit its programs for both state and national review.

12 —(i) Precondition Number 9. The institution is accredited, without probation or an equivalent
13 status, by the appropriate regional institutional accrediting agency recognized by the U.S. De-
14 partment of Education. Required documentation shall include a copy of the current regional ac-
15 creditation letter or report that indicates institutional accreditation status.

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

23 —(2) For a continuing accreditation visit, the educator preparation unit shall submit, two (2)

1 months prior to the scheduled on-site visit, a report not to exceed 100 pages addressing changes
2 at the institution that have occurred since the last accreditation visit, a description of the unit's
3 conceptual framework, and evidence that demonstrates that the six (6) standards are met. The
4 narrative shall describe how changes relate to an accreditation standard and the results of the
5 continuous assessment process, including program evaluation. The report shall be submitted to
6 the EPSB and to NCATE, if appropriate.

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

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

13 —(a) The mission of the institution and unit;

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

15 —(c) Knowledge bases, including theories, research, the wisdom of practice, and education pol-
16 icies;

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

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

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

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

23 —(b) Each candidate's mastery of content prior to exit from the program, incorporating the as-

1 ~~assessment of the appropriate performance standards;~~

2 ~~—(c) Assessment of the program that includes specific procedures used to provide feedback and~~

3 ~~make recommendations to the program and unit; and~~

4 ~~—(d) A monitoring plan for candidates from admission to exit;~~

5 ~~—(3) Program experiences including the relationship among the program's courses and experi-~~

6 ~~ences, content standards of the relevant national specialty program associations (e.g., National~~

7 ~~Council of Teachers of Mathematics, National Council for the Social Studies, The Council for~~

8 ~~Exceptional Children, North American Association for Environmental Education, etc.), student~~

9 ~~academic expectations as established in 703 KAR 4:060, and relevant state performance stand-~~

10 ~~ards established in 16 KAR 1:010 or incorporated by reference into this administrative regulation~~

11 ~~including:~~

12 ~~—(a) NCATE Unit Standards established in Section 2(2)(b) of this administrative regulation;~~

13 ~~—(b) Kentucky's Safety Educator Standards for Preparation and Certification;~~

14 ~~—(c) National Association of School Psychologists, Standards for School Psychology Training~~

15 ~~Programs, Field Placement Programs, Credentialing Standards; and~~

16 ~~—(d) Kentucky's Standards for Guidance Counseling Programs;~~

17 ~~—(4)(a) Identification of how the program integrates the unit's continuous assessment to assure~~

18 ~~each candidate's mastery, prior to exit from the program, of content of the academic discipline,~~

19 ~~and state performance standards as established in 16 KAR 1:010; and~~

20 ~~—(b) Identification of how the program utilizes performance assessment to assure that each~~

21 ~~candidate's professional growth is consistent with the Kentucky Teacher Standards as established~~

22 ~~in 16 KAR 1:010;~~

23 ~~—(5) A list of faculty responsible for and involved with the conduct of the specific program,~~

1 along with the highest degree of each, responsibilities for the program, and status of employment
2 within the unit and the university; and

3 —(6) A curriculum guide sheet or contract provided to each candidate before or at the time of
4 admittance to the program.

5 ~~Section 12. Teacher Leader Master's Programs and Planned Fifth Year Programs for Rank II.~~

6 (1) All master's programs for rank change or planned fifth-year program for Rank II approved or
7 accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of
8 December 31, 2010.

9 —(a) Master's programs for initial certification shall be exempt from the requirements of this
10 section.

11 —(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior
12 to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

13 —(c) Candidates admitted to a master's program or planned fifth year program for Rank II ap-
14 proved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

15 —(d) An institution of higher learning with a master's program or a planned fifth year program
16 for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for
17 approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

18 —(e) An institution may become operational beginning January 1, 2009, if the institution:

19 —1. Submits a redesigned master's program or a planned fifth-year program for Rank II for re-
20 view pursuant to the requirements of subsection (2) of this section; and

21 —2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this
22 administrative regulation.

23 —(f) 1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of

1 redesigned master's programs and planned fifth-year programs for Rank II submitted for approv-
2 al after May 31, 2008.

3 —2. A master's program or a planned fifth-year program for Rank II submitted for approval af-
4 ter May 31, 2008 shall not be reviewed by the Continuous Assessment Review Committee, Con-
5 tent Program Review Committee, or the Reading Committee prior to presentation to the EPSB
6 pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's
7 Redesign Review Committee.

8 —3.a. After review of a master's program or planned fifth-year program for Rank II, the Mas-
9 ter's Redesign Review Committee shall issue one (1) of the following recommendations to the
10 Educational Professional Standards Board:

11 —i. Approval;

12 —ii. Approval with conditions; or

13 —iii. Denial of approval.

14 —b. The EPSB shall consider recommendations from staff and the Master's Redesign Review
15 Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

16 —(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the
17 EPSB for each separate master's program or planned fifth-year program for Rank II for which
18 the institution is seeking approval a concise description which shall provide the following infor-
19 mation:

20 —(a) Program design components which shall include the following descriptions and documen-
21 tation of:

22 —1. The unit's plan to collaborate with school districts to design courses, professional develop-
23 ment, and job-embedded professional experiences that involve teachers at the elementary, mid-

- 1 ~~dle, and secondary levels;~~
- 2 ~~—2. The unit’s collaboration plan with the institution’s Arts and Science faculty to meet the ac-~~
- 3 ~~ademic and course accessibility needs of candidates;~~
- 4 ~~—3. The unit’s process to individualize a program to meet the candidate’s professional growth~~
- 5 ~~or improvement plan;~~
- 6 ~~—4. The unit’s method to incorporate interpretation and analysis of annual P-12 student~~
- 7 ~~achievement data into the program; and~~
- 8 ~~—5. The institution’s plan to facilitate direct service to the collaborating school districts by edu-~~
- 9 ~~cation faculty members;~~
- 10 ~~—(b) Program curriculum that shall include core component courses designed to prepare candi-~~
- 11 ~~dates to:~~
- 12 ~~—1. Be leaders in their schools and districts;~~
- 13 ~~—2. Evaluate high quality research on student learning and college readiness;~~
- 14 ~~—3. Deliver differentiated instruction for P-12 students based on continuous assessment of stu-~~
- 15 ~~dent learning and classroom management;~~
- 16 ~~—4. Gain expertise in content knowledge, as applicable;~~
- 17 ~~—5. Incorporate reflections that inform best practice in preparing P-12 students for postsecond-~~
- 18 ~~ary opportunities;~~
- 19 ~~—6. Support P-12 student achievement in diverse settings;~~
- 20 ~~—7. Enhance instructional design utilizing the Program of Studies, Core Content for Assess-~~
- 21 ~~ment, and college readiness standards;~~
- 22 ~~—8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced~~
- 23 ~~level performances and Specialized Professional Associations (SPA) Standards if applicable; and~~

- 1 —9. Design and conduct professionally relevant research projects; and
- 2 —(c) The unit's continuous assessment plan that includes, in addition to the requirements of
- 3 Section 11(2) of this administrative regulation:
- 4 —1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 stu-
- 5 dent learning;
- 6 —2. Clinical experiences and performance activities; and
- 7 —3. A description of a culminating performance-based assessment.
- 8 —(3)(a) A master's program for rank change approved pursuant to this section shall be known
- 9 as a Teacher Leader Master's Program.
- 10 —(b) Upon completion of a Teacher Leader Master's Program and recommendation of the insti-
- 11 tution, a candidate may apply to the EPSB for a Teacher Leader endorsement.
- 12 —(c)1. An institution with an approved Teacher Leader Master's Program may establish an en-
- 13 dorsement program of teacher leadership coursework for any candidate who received a Master's
- 14 degree at an out of state institution or who received a master's degree from a Kentucky program
- 15 approved prior to May 31, 2008.
- 16 —2. Upon completion of the teacher leadership course work and recommendation of the institu-
- 17 tion, a candidate who has received a master's degree at an out of state institution or a master's
- 18 degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a
- 19 Teacher Leader endorsement.

20 Section ~~7~~[13]. **Accreditation Reviewers**[Board of Examiners]. (1) **Accreditation Review-**

21 **ers**[A Board of Examiners] shall **be comprised of**[:

- 22 —(a) Be [recruited and appointed by the EPSB. The board shall be comprised of an equal num-
- 23 ber of] representatives from three (3) constituent groups:]

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

1 ~~or trained in an NCATE-approved state program.]~~

2 **(2) Accreditation reviewers shall be trained on the CAEP accreditation standards.**

3 ~~(3)[(4)] The EPSB staff shall select and appoint for each scheduled on-site accreditation a~~
4 ~~team of **Accreditation Reviewers**[examiners] giving consideration to the number and type of~~
5 ~~programs offered by the institution. [Team appointments shall be made at the beginning of the~~
6 ~~academic year for each scheduled evaluation visit. A replacement shall be made as needed.~~

7 ~~(5) For an institution seeking NCATE accreditation, the EPSB and NCATE shall arrange for~~
8 ~~the joint Board of Examiners to co-chaired be by an NCATE-appointed team member and a state~~
9 ~~team chair appointed by the EPSB.~~

10 ~~—(a) The joint Board of Examiners shall be composed of a majority of NCATE appointees in~~
11 ~~the following proportions, respectively: NCATE and state—six (6) and five (5), five (5) and four~~
12 ~~(4), four (4) and three (3), three (3) and two (2).~~

13 ~~—(b) The size of the Board of Examiners shall depend upon the size of the institution and the~~
14 ~~number of programs to be evaluated.~~

15 **(3) The**~~[(6) For an institution seeking state only accreditation, the] EPSB **staff** shall identify a~~
16 ~~chair **for the team**. [from a pool of trained Board of Examiners members.~~

17 ~~—(7) For state only accreditation, the Board of Examiners shall have six (6) members.~~

18 ~~—(8) The EPSB shall make arrangements for the release time of a Board of Examiner member~~
19 ~~from his or her place of employment for an accreditation visit.~~

20 ~~—Section 14. Assembly of Records and Files for the Evaluation Team. For convenient access,~~
21 ~~the institution shall assemble, or make available, records and files of written materials which~~
22 ~~supplement the institutional report and which may serve as further documentation. The records~~
23 ~~and files shall include:~~

- 1 (1) ~~The faculty handbook;~~
- 2 ~~—(2) Agenda, list of participants, and products of a meeting, workshop, or training session re-~~
- 3 ~~lated to a curriculum and governance group impacting professional education;~~
- 4 ~~—(3) Faculty vitae or resumes;~~
- 5 ~~—(4) A random sample of graduates' transcripts;~~
- 6 ~~—(5) Conceptual framework documents;~~
- 7 ~~—(6) A curriculum program, rejoinder, or specialty group response that was submitted as a part~~
- 8 ~~of the program review process;~~
- 9 ~~—(7) Course syllabi;~~
- 10 ~~—(8) Policies, criteria, and student records related to admission and retention;~~
- 11 ~~—(9) Samples of students' portfolios and other performance assessments;~~
- 12 ~~—(10) Record of performance assessments of candidate progress and summary of results includ-~~
- 13 ~~ing a program change based on continuous assessment;~~
- 14 ~~—(11) Student evaluations, including student teaching and internship performance; and~~
- 15 ~~—(12) Data on performance of graduates, including results of state licensing examinations and~~
- 16 ~~job placement rates.]~~

17 Section **8**[45]. **State Accreditation** Previsit to the Institution. No later than one (1) month
18 prior to the scheduled on-site evaluation visit, the EPSB **staff and team chair** shall conduct a
19 pre-visit to the institution to make a final review of the arrangements. [~~For an NCATE-accredited~~
20 ~~institution, the previsit shall be coordinated with NCATE.]~~

21 Section **9**[46]. **State** On-site Accreditation Visit. (1) At least one (1) staff member of the
22 EPSB shall be assigned as support staff and liaison during the accreditation visit.

23 (2) The educator preparation institution shall reimburse a state team member for travel, lodg-

1 ing, and meals in accordance with 200 KAR 2:006. [~~A team member representing NCATE shall~~
2 ~~be reimbursed by the educator preparation institution.~~]

3 (3) The **Accreditation Reviewers**[~~evaluation team~~] shall conduct an on-site evaluation of the
4 self-study materials prepared by the institution and seek out additional information, as needed, to
5 make a determination as to whether the standards were met for the accreditation of the institu-
6 tion's educator preparation unit and for the approval of an individual educator preparation pro-
7 gram.[~~The evaluation team shall make use of the analyses prepared through the preliminary re-~~
8 ~~view process.~~]

9 (4)(a) An off-campus site which offers a self-standing program shall require a team review. If
10 additional team time is required for visiting an off-campus site, the team chair, the institution,
11 and the EPSB shall negotiate special arrangements.

12 (b) Off-campus programs shall be:

13 1. Considered as part of the unit and the unit shall be accredited, not the off-campus pro-
14 grams; and

15 2. Approved in accordance with Section ~~23~~[28] of this administrative regulation.

16 (5) **Accreditation reviewers shall recommend findings on each of the accreditation**
17 **standards**[~~In a joint team, all Board of Examiners members shall vote on whether the educator~~
18 ~~preparation institution has met the six (6) NCATE standards.] A **recommenda-**
19 **tion**[~~determination~~] about each standard shall be limited to the following options:~~

20 (a) Met;

21 (b) Met, with one (1) or more defined areas for improvement; or

22 (c) Not met.

23 (6)(a) The **Accreditation Reviewers**[~~Board of Examiners~~] shall review each program and cite

1 the areas for improvement for each, if applicable.

2 (b) The **Accreditation Reviewers**~~[Board of Examiners]~~ shall define the areas for improve-
3 ment in its report.

4 **(7) The EPP may submit within thirty (30) working days of receipt of the report a writ-**
5 **ten rejoinder which may be supplemented by materials pertinent to a conclusion found in**
6 **the evaluation report.**

7 **(a) The accreditation documentation shall be provided for review by the Accreditation**
8 **Audit Committee and EPSB.**

9 **(b) An unmet standard or area of improvement cited by the team may be recommended**
10 **for change or removal by the Accreditation Audit Committee or by the EPSB because of**
11 **evidence presented in the rejoinder.**

12 ~~[(7) The processes established in subsections (5) and (6) of this section shall be the same for~~
13 ~~first and continuing accreditation.~~

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

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

16 ~~—(b) By the state team chair for a state-only visit.~~

17 ~~—Section 17. Preparation and Distribution of the Evaluation Report. (1) For a state-only visit,~~
18 ~~the evaluation report shall be prepared and distributed as required by this subsection.~~

19 ~~—(a) The EPSB staff shall collect the written evaluation pages from each Board of Examiners~~
20 ~~member before leaving the institution.~~

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

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

- 1 —(d) The unit head shall submit written notification to the EPSB confirming receipt of the draft.
- 2 —(e) The unit head shall submit to the EPSB and Board of Examiners chair within ten (10)
- 3 working days either:
- 4 —1. A written correction to the factual information contained in the report; or
- 5 —2. Written notification that the unit head has reviewed the draft and found no factual errors.
- 6 —(f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each
- 7 member of the Board of Examiners.
- 8 —(g) The final report shall be printed by the EPSB and sent to the institution and to the Board of
- 9 Examiners members within thirty (30) to sixty (60) working days of the conclusion of the on-site
- 10 visit.
- 11 —(2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as
- 12 required by this subsection.
- 13 —(a) The NCATE chair shall be responsible for the preparation, editing and corrections to the
- 14 NCATE report.
- 15 —(b) The state chair shall be responsible for the preparation, editing and corrections of the state
- 16 report in the same manner established in subsection (1) of this section for a state-only visit.
- 17 —(c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits
- 18 shall be prepared in accordance with the format prescribed by NCATE for State/NCATE ac-
- 19 creditation visits and available on its Web site at <http://www.ncate.org/boe/boeResources.asp>.
- 20 —Section 18. Institutional Response to the Evaluation Report. (1)(a) The institution shall
- 21 acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the re-
- 22 port.
- 23 —(b) If desired, the institution shall submit within thirty (30) working days of receipt of the re-

1 port a written rejoinder to the report which may be supplemented by materials pertinent to a con-
2 elusion found in the evaluation report.

3 —(c) ~~The rejoinder and the Board of Examiners report shall be the primary documents reviewed~~
4 ~~by the Accreditation Audit Committee and EPSB.~~

5 —(d) ~~An unmet standard or area of improvement statement cited by the team may be recom-~~
6 ~~mended for change or removal by the Accreditation Audit Committee or by the EPSB because of~~
7 ~~evidence presented in the rejoinder. The Accreditation Audit Committee or the EPSB shall not~~
8 ~~be bound by the Board of Examiners decision and may reach a conclusion different from the~~
9 ~~Board of Examiners or NCATE.~~

10 —(2) ~~If a follow up report is prescribed through accreditation with conditions, the institution~~
11 ~~shall follow the instructions that are provided with the follow up report.~~

12 —(3) ~~If the institution chooses to appeal a part of the evaluation results, the procedure estab-~~
13 ~~lished in Section 24 of this administrative regulation shall be followed.~~

14 —(4) ~~The institution shall make an annual report relating to the unit for educator preparation and~~
15 ~~relating to the programs of preparation as required by Section 5 of this administrative regulation.~~

16 Section ~~10~~[19]. Accreditation Audit Committee. (1) The Accreditation Audit Committee shall
17 be a committee of the EPSB, and shall report to the full EPSB. The EPSB shall appoint the Ac-
18 creditation Audit Committee as follows:

19 (a) One (1) lay member;

20 (b) One (1) classroom teacher[~~appointed from nominees provided by the Kentucky Educa-~~
21 ~~tion Association~~];

22 (c) Four (4) **EPP**[~~teacher education~~] representatives, two (s) from a state-supported institution
23 and two (2) from an independent educator preparation institution, appointed from nominees pro-

1 vided by the Kentucky Association of Colleges for Teacher Education; and

2 (d) One (1) school administrator [~~appointed from nominees provided by the Kentucky Asso-~~
3 ~~ciation of School Administrators.~~]

4 (2) The chairperson of the EPSB shall designate a member of the Accreditation Audit Com-
5 mittee to serve as its chairperson.

6 (3) An appointment shall be for a period of four (4) years except that three (3) of the initial
7 appointments shall be for a two (2) year term. A member may serve an additional term if renom-
8 inated and reappointed in the manner established for membership. A vacancy shall be filled as it
9 occurs in a manner consistent with the provisions for initial appointment.

10 [~~(4) A member of the Accreditation Audit Committee shall be trained by NCATE or in~~
11 ~~NCATE-approved training.~~]

12 ~~(4)~~⁽⁵⁾ Following an on-site accreditation visit, the Accreditation Audit Committee shall re-
13 view the reports and materials constituting an institutional self-study, the report of the **accredita-**
14 **tion reviewers**~~[evaluation team]~~, and the institutional response to the evaluation report. The
15 committee shall then prepare a recommendation for consideration by the EPSB.

16 (a) The committee shall review procedures of the **Accreditation Reviewers**~~[Board of Exam-~~
17 ~~iners]~~ to determine whether approved accreditation guidelines were followed.

18 (b) For each institution, the committee shall make a recommendation with respect to the ac-
19 creditation of the institutional unit for educator preparation as well as for approval of the indi-
20 vidual programs of preparation.

21 (c) For first accreditation, one (1) of four (4) recommendations shall be made:

22 1. Accreditation;

23 2. Provisional accreditation **with conditions**;

1 3. **Provisional Accreditation with probation**~~[Denial of accreditation]~~; or

2 4. **Denial**~~[Revocation]~~ of accreditation.

3 (d) For regular continuing accreditation, one (1) of four (4) recommendations shall be made:

4 1. Accreditation;

5 2. Accreditation with conditions;

6 3. Accreditation with probation; or

7 4. Revocation of accreditation.

8 ~~[(6) For both first and continuing accreditation, the Accreditation Audit Committee shall re-~~
9 ~~view each program report including a report from the Reading Committee, Board of Examiners~~
10 ~~team, and institutional response and shall make one (1) of three (3) recommendations for each~~
11 ~~individual preparation program to the EPSB:~~

12 ~~—(a) Approval;~~

13 ~~—(b) Approval with conditions; or~~

14 ~~—(c) Denial of approval.]~~

15 **(5) The Accreditation Reviewers**~~[(7) The Board of Examiners] Team Chair may write a sep-~~
16 ~~arate response to the recommendation of the Accreditation Audit **Committee**~~~~[Committee's] if~~
17 ~~the Accreditation Audit **Committee's**~~~~[Committee] decision differs from the **Accreditation Re-**~~
18 ~~**viewer's**~~~~[Board of Examiners'] evaluation report.~~

19 ~~[(8) The Accreditation Audit Committee shall compile accreditation data and information for~~
20 ~~each Kentucky institution that prepares school personnel. It shall prepare for the EPSB reports~~
21 ~~and recommendations regarding accreditation standards and procedures as needed to improve the~~
22 ~~accreditation process and the preparation of school personnel.]~~

23 Section **11**~~[20]. Official State Accreditation Action by the **EPSB**~~~~[Education Professional~~

1 ~~Standards Board~~]. (1) A recommendation from the Accreditation Audit Committee shall be pre-
2 sented to the full EPSB.

3 (2) The EPSB shall consider the findings and recommendations of the Accreditation Audit
4 Committee and make a final determination regarding the state accreditation of the EPP~~educator~~
5 ~~preparation unit~~].

6 (3) Decision options following a first accreditation visit shall be "accreditation", "provisional
7 accreditation **with conditions**", "**provisional accreditation with probation**", or "denial of ac-
8 creditation"~~[, or "revocation of accreditation"]~~.

9 (a) Accreditation.

10 1. This accreditation decision indicates that the EPP~~[unit]~~ meets each of the ~~[six (6) NCATE]~~
11 standards for ~~[unit]~~ accreditation. Areas for improvement may be cited, indicating problems war-
12 ranting the institution's attention. In its subsequent annual reports, the professional education
13 unit shall be expected to describe progress made in addressing the areas for improvement cited in
14 the EPSB's action report.

15 2. The next on-site visit shall be scheduled **seven**~~[five (5)]~~ years following the semester of the
16 visit.

17 (b) Provisional accreditation with conditions.

18 1. This accreditation decision indicates that the EPP~~[unit]~~ has **three (3) or more areas for**
19 **improvement within one (1) standard or multiple areas for improvement across multiple**
20 **standards**~~[not met one (1) or more of the NCATE standards.]~~ The EPP~~[unit]~~ has accredited sta-
21 tus but shall satisfy **conditions**~~[provisions]~~ by **providing evidence of addressing each area for**
22 **improvement**~~[meeting each previously unmet standard]~~. **The** EPSB shall require submission of
23 documentation that addresses the **areas for improvement**~~[unmet standard or standards]~~ within

1 six (6) months of the accreditation decision. **Following the review of the documentation, the**
2 **EPSB shall decide to**, ~~or shall schedule a visit focused on the unmet standard or standards with-~~
3 ~~in two (2) years of the semester that the provisional accreditation decision was granted. If the~~
4 ~~EPSB decides to require submission of documentation, the institution may choose to waive that~~
5 ~~option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB~~
6 ~~shall decide to:~~

7 a. Accredit; [ø]

8 **b. Provisionally accredit with probation; or**

9 **c. Deny accreditation.**

10 ~~[b. Revoke accreditation.]~~

11 2. If the **EPP**~~[unit]~~ is accredited, the next on-site visit shall be scheduled for **seven (7)**~~[five~~
12 ~~(5)]~~ years following the semester of the first accreditation visit.

13 **(c) Provisional Accreditation with Probation.**

14 **1. This accreditation decision indicates that the EPP has not met one (1) or more of the**
15 **accreditation standards. The EPP has accredited status but is on probation. The EPP shall**
16 **schedule an on-site visit within two (2) years of the semester in which the provisional pro-**
17 **bationary decision was rendered. The EPP as part of this visit shall address the unmet**
18 **standard and the identified areas for improvement. Following the on-site review, the EPSB**
19 **shall decide to:**

20 **(a) Accredit; or**

21 **(b) Deny accreditation.**

22 **2. If the EPP is accredited, the next on-site visit shall be scheduled for seven (7) years**
23 **following the semester of the first accreditation visit.**

1 ~~(d)(e)~~ Denial of accreditation.

2 1. This accreditation decision indicates that the EPP[unit] does not meet two (2)~~[one (1)]~~ or
3 more of the [NCATE] standards, and has pervasive problems that limit its capacity to offer quali-
4 ty programs that adequately prepare candidates.

5 ~~[(d) Revocation of accreditation. This accreditation decision indicates that the unit has not
6 sufficiently addressed the unmet standard or standards following a focused visit.]~~

7 (4) Decision options following a continuing accreditation visit shall be "accreditation", "ac-
8 creditation with conditions", "accreditation with probation", or "revocation of accreditation".

9 (a) Accreditation.

10 1. This accreditation decision indicates that the EPP[unit] meets each of the [~~six (6) NCATE~~]
11 standards for [unit] accreditation. Areas for improvement may be cited, indicating problems war-
12 ranting the EPPs[institution's] attention. In its subsequent annual reports, the EPP[professional
13 education unit] shall [~~be expected to~~] describe progress made in addressing the areas for im-
14 provement cited in EPSB's action report.

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

17 (b) Accreditation with conditions.

18 1. This accreditation decision indicates that the EPP[unit] has three (3) or more areas of
19 improvement within[not met] one (1) standard or multiple areas for improvement across
20 multiple accreditation[~~or more of the NCATE~~] standards. If the EPSB renders this decision, the
21 EPP[unit] shall maintain its accredited status, but shall satisfy conditions by addressing each
22 area for improvement in a written report[~~meeting previously unmet standards~~]. EPSB shall
23 require submission of documentation that addresses the areas for improvement[~~unmet standard~~

1 ~~or standards~~] within six (6) months of the decision to accredit with conditions~~[-, or shall schedule~~
2 ~~a visit focused on the unmet standard or standards within two (2) years of the semester that the~~
3 ~~accreditation with conditions decision was granted. If the EPSB decides to require submission of~~
4 ~~documentation, the institution may choose to waive that option in favor of the focused visit with-~~
5 ~~in two (2) years].~~ Following the **review of the documentation**~~[focused visit]~~, the EPSB shall de-
6 cide to:

7 a. Continue accreditation; [~~or~~]

8 **b. Continue accreditation with probation; or**

9 **c.**~~[b.]~~ Revoke accreditation.

10 2. If the EPSB renders the decision to continue accreditation, the next on-site visit shall be
11 scheduled for seven (7) years following the semester in which the continuing accreditation visit
12 occurred.

13 (c) Accreditation with probation.

14 1. This accreditation decision indicates that the **EPP**~~[unit]~~ has not met one (1) or more of the
15 **accreditation**~~[NCATE]~~ standards and has pervasive problems that limit its capacity to offer
16 quality programs that adequately prepare candidates. As a result of the continuing accreditation
17 review, the EPSB has determined that areas for improvement with respect to standards may place
18 an institution's accreditation in jeopardy if left uncorrected. The **EPP**~~[institution]~~ shall schedule
19 an on-site visit within two (2) years of the semester in which the probationary decision was ren-
20 dered. **The EPSB Staff shall schedule a visit focused on the unmet standard or standards**
21 **within two (2) years of the semester that the accreditation with probation decision was**
22 **granted.**~~[This visit shall mirror the process for first accreditation. The unit as part of this visit~~
23 ~~shall address all NCATE standards in effect at the time of the probationary review at the two (2)~~

1 ~~year point.]~~ Following the on-site review, the EPSB shall decide to:

2 a. Continue accreditation; or

3 b. Revoke accreditation.

4 2. If accreditation is continued, the next on-site visit shall be scheduled for **seven (7)**~~[five (5)]~~
5 years after the semester of the **continuing accreditation**~~[probationary]~~ visit.

6 (d) Revocation of accreditation. **This decision follows a probationary**~~[Following a compre-~~
7 ~~hensive site] visit~~ **and**~~[that occurs as a result of an EPSB decision to accredit with probation or to~~
8 ~~accredit with conditions, this accreditation decision]~~ indicates that the **EPP**~~[unit]~~ does not meet
9 one (1) or more of the **accreditation**~~[NCATE]~~ standards, and has pervasive problems that limit
10 its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be
11 revoked if the unit:

12 1. No longer meets **requirements of**~~[preconditions to]~~ accreditation, such as loss of state
13 **program** approval, national accreditation for educator preparation, or regional accreditation;

14 2. Misrepresents its accreditation status to the public;

15 3. Falsely reports data or plagiarized information submitted for accreditation **and program**
16 **review** purposes; or

17 4. Fails to submit annual reports or other documents required for accreditation **and program**
18 **review**.

19 (5) Notification of **the** EPSB action to revoke continuing accreditation or deny first accredita-
20 tion~~[, including failure to remove conditions,]~~ shall include notice that:

21 (a) The **EPP**~~[institution]~~ shall inform **candidates**~~[students]~~ currently admitted to a certifica-
22 tion or rank program of the following:

23 1. A **candidate**~~[student]~~ recommended for certification or advancement in rank within the

1 twelve (12) months immediately following the denial or revocation of state accreditation and
2 who applies to the EPSB within the fifteen (15) months immediately following the denial or rev-
3 ocation of state accreditation shall receive the certificate or advancement in rank; and

4 2. A candidate~~[student]~~ who does not meet the criteria established in subparagraph 1 of this
5 paragraph shall transfer to an EPSB a ~~[a-state]~~ accredited EPP~~[education preparation unit]~~ in or-
6 der to receive the certificate or advancement in rank.~~;~~~~and]~~

7 (b) An institution for which the EPSB has denied or revoked accreditation may~~[shall]~~ seek
8 national or state accreditation. For state accreditation, the~~[through completion of the first ac-~~
9 ~~creditation process. The]~~ on-site accreditation visit shall be scheduled by the EPSB no earlier
10 than two (2) years following the EPSB action to revoke or deny state accreditation. During this
11 two (2) year period, candidates may not be admitted to any educator preparation program.

12 Section 12~~[21]~~. Revocation for Cause. (1) If an area of concern or an allegation of misconduct
13 arises ~~[in]~~ between accreditation visits, staff shall bring a complaint to the EPSB for initial re-
14 view.

15 (2) After review of the allegations in the complaint, the EPSB may change the accreditation
16 status of the EPP or refer the matter to the Accreditation Audit Committee for further investiga-
17 tion.

18 (3)(a) Notice of the EPSB's decision to refer the matter and the complaint shall be sent to the
19 EPP~~[institution.]~~

20 (b) Within thirty (30) days of receipt of the complaint, the EPP~~[institution]~~ shall respond to
21 the allegations in writing and provide evidence pertaining to the allegations in the complaint to
22 the EPSB.

23 (4)(a) The Accreditation Audit Committee shall review any evidence supporting the allega-

1 tions and any information provided by the **EPP**[institution].

2 (b) Upon completion of the review, the Accreditation Audit Committee shall issue a report
3 containing one (1) of the following four (4) recommendations to the EPSB:

- 4 1. Accreditation;
- 5 2. Accreditation with conditions;
- 6 3. Accreditation with probation; or
- 7 4. Revocation of accreditation.

8 (5) The **EPP**[institution] shall receive a copy of the Accreditation Audit Committee’s report
9 and may file a response to the Accreditation Audit Committee’s recommendation.

10 (6)(a) The recommendation from the Accreditation Audit Committee and the
11 **EPP**’s[institution’s] response shall be presented to the EPSB.

12 (b) The EPSB shall consider the findings and recommendations of the Accreditation Audit
13 Committee and make a final determination regarding the accreditation of the **EPP**[educator
14 preparation unit].

15 ~~[Section 22. Program Approval Action Outside the First or Regular Continuing Accreditation~~
16 ~~Cycle. (1) Approval of a program shall be through the program process established in Section 11~~
17 ~~of this administrative regulation except that a new program not submitted during the regular ac-~~
18 ~~creditation cycle or a program substantially revised since submission during the accreditation~~
19 ~~process shall be submitted for approval by the EPSB prior to admission of a student to the pro-~~
20 ~~gram.~~

21 ~~—(2) For a new or substantially revised program, the EPSB shall consider a recommendation by~~
22 ~~staff, including review by the Continuous Assessment Review Committee, Content Program Re-~~
23 ~~view Committee, and the Reading Committee.~~

1 ~~—(3) A recommendation made pursuant to subsection (2) of this section shall be presented to~~
2 ~~the full EPSB.~~

3 ~~—(4) Program approval decision options shall be:~~

4 ~~—(a) Approval, with the next review scheduled during the regular accreditation cycle unless a~~
5 ~~subsequent substantial revision is made;~~

6 ~~—(b) Approval with conditions, with a maximum of one (1) year probationary extension for cor-~~
7 ~~rection of a specified problem to be documented through written materials or through an on-site~~
8 ~~visit. At the end of the extension, the EPSB shall decide that the documentation supports:~~

9 ~~—1. Approval; or~~

10 ~~—2. Denial of approval; or~~

11 ~~—(c) Denial of approval, indicating that a serious problem exists which jeopardizes the quality~~
12 ~~of preparation of school personnel.~~

13 ~~—(5) The EPSB shall order a review of a program if it has cause to believe that the quality of~~
14 ~~preparation is seriously jeopardized. The review shall be conducted under the criteria and proce-~~
15 ~~dures established in the EPSB "Emergency Review of Certification Programs Procedure" policy~~
16 ~~incorporated by reference. The on-site review shall be conducted by EPSB staff and a Board of~~
17 ~~Examiners team. The review shall result in a report to which the institution may respond. The re-~~
18 ~~view report and institutional response shall be used by the Executive Director of the EPSB as the~~
19 ~~basis for a recommendation to the full EPSB for:~~

20 ~~—(a) Approval;~~

21 ~~—(b) Approval with conditions; or~~

22 ~~—(c) Denial of approval for the program.~~

23 ~~—(6) If the EPSB denies approval of a program, the institution shall notify each student current-~~

1 ly admitted to that program of the EPSB action. The notice shall include the following infor-
2 mation:

3 —(a) A student recommended for certification or advancement in rank within the twelve (12)
4 months immediately following the denial of state approval and who applies to the EPSB within
5 the fifteen (15) months immediately following the denial of state approval shall receive the certi-
6 fication or advancement in rank; and

7 —(b) A student who does not meet the criteria established in paragraph (a) of this subsection
8 shall transfer to a state approved program in order to receive the certificate or advancement in
9 rank.]

10 Section **13**[23]. Public Disclosure. (1) After **an accreditation**[a unit] or program approval de-
11 cision becomes final, the EPSB shall prepare official notice of the action. The disclosure notice
12 shall include the essential information provided in the official letter to the institution, including
13 the decision on accreditation, program approval, standards not met, program areas for improve-
14 ment, and dates of official action.

15 (2) The public disclosure shall be entered into the minutes of the **EPSB**[board] for the meet-
16 ing in which the official action was taken by the EPSB.

17 [(3) Thirty (30) days after the institution has received official notification of EPSB action, the
18 EPSB shall on request provide a copy of the public disclosure notice to the Kentucky Education
19 Association, the Council on Postsecondary Education, the Association of Independent Kentucky
20 Colleges and Universities or other organizations or individuals.]

21 Section **14**[24]. Appeals Process. (1) If an institution seeks appeal of a decision, the institution
22 shall appeal within thirty (30) days of receipt of the EPSB official notification. An institution
23 shall appeal on the grounds that:

- 1 (a) A prescribed standard was disregarded;
- 2 (b) A state procedure was not followed; or
- 3 (c) Evidence of compliance in place at the time of the review and favorable to the institution
- 4 was not considered.

5 (2) An ad hoc appeals board of no fewer than three (3) members shall be appointed by the

6 EPSB chair from members of the **Accreditation Reviewers**[Board of Examiners] who have not

7 had involvement with the team visit or a conflict of interest regarding the institution. The ad hoc

8 committee shall recommend action on the appeal to the EPSB.

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

10 [~~Section 25. Approval of Alternative Route to Certification Programs. (1) Alternative route~~

11 ~~programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation unit~~

12 ~~accreditation and program approval processes established in this administrative regulation and in~~

13 ~~the EPSB policy and procedure entitled "Approval of Alternative Route to Certification Program~~

14 ~~Offered Under KRS 161.028" as a condition of offering an educator certification program or~~

15 ~~program leading to a rank change.~~

16 ~~—(2) The EPSB shall consider a waiver upon request of the institution offering the alternative~~

17 ~~route program. The request shall be submitted in writing no later than thirty (30) days prior to the~~

18 ~~next regularly scheduled EPSB meeting. In granting the waiver, the board shall consider the pro-~~

19 ~~visions of this administrative regulation and any information presented that supports a determina-~~

20 ~~tion of undue restriction.]~~

21 **Section 15. Interim Reports.** (1) Each **state accredited** EPP shall report to the EPSB in the

22 third year following its previous accreditation visit to provide data about:

23 1. **Progress made in addressing areas for improvement identified by its last accreditation**

1 **evaluation** [Report revisions in the approved programs];

2 2. **Changes in the institution's regional accreditation status**[Faculty and candidates in each
3 approved program]; and

4 3. **Continuous improvement efforts relating to the accreditation standards**[Major pro-
5 gram developments].

6 (2) (a) The EPSB staff shall review each **EPP's interim** report to monitor the progress of **the**
7 **EPP** to continue a program of high quality.

8 (b) The EPSB may pursue action against the **EPP** based on data received in this report.

9 Section **16**[26]. In compliance with the Federal Title II Report Card State Guidelines estab-
10 lished in 20 U.S.C. 1022f and 1022g, the EPSB shall identify an **EPP**[educator preparation unit]
11 as:

12 (1) "At-risk of low performing" if an **EPP**[educator preparation program] has received a:

13 (a) State accreditation rating of "provisional"; or

14 (b) State accreditation rating of "accreditation with conditions"; [ø]

15 **(c) Summative Praxis II pass rate below 80%;**

16 **(d) National accreditation rating of "accreditation with stipulation";**

17 (2) "Low performing" if an **EPP**[educator preparation program] has received a state **or na-**
18 **tional** accreditation rating of "accreditation with probation".

19 Section **17**[27]. The Education Professional Standards Board shall **maintain data reports re-**
20 **lated to the following**[produce a state report card, which shall include]:

21 (1) **Current accreditation status of all institutions with EPSB approved pro-**
22 **grams;**[General information on the institution and the educator preparation unit;]

23 (2) Contact information for the person responsible for the **EPP**[educator preparation unit];

- 1 (3) [~~Type or types of accreditation the unit holds;~~
- 2 —~~(4) Current state accreditation status of the educator preparation unit;~~
- 3 —~~(5) Year of last state accreditation visit and year of next scheduled visit;~~
- 4 **(4)**~~(6)~~ Table of the **EPP's**~~unit's~~ approved certification program or programs;
- 5 **(5)**~~(7)~~ Tables relating the **EPP's**~~unit's~~ total enrollment disaggregated by ethnicity and gen-
6 der for the last three (3) years;
- 7 **(6)**~~(8)~~ Tables relating the **EPP's**~~unit's~~ faculty disaggregated by the number of full-time
8 equivalents (FTE), ethnicity, and gender for the last three (3) years;
- 9 [(9)] Table of the number of program completers (teachers and administrators) for the last
10 three (3) years;
- 11 (10) Table relating pass rates on the required assessments;
- 12 (11) Table relating pass rates for the Kentucky Teacher Internship Program **(if applicable)**;
- 13 (12) Table relating pass rates for the Kentucky Principal Internship Program (if applicable);
- 14 (13) Table indicating student teacher satisfaction with the preparation program;
- 15 (14) Table relating teacher intern satisfaction with the preparation program; and
- 16 (15) Table relating new teacher (under three (3) years) and supervisor satisfaction with the
17 preparation program.

18 **Section 18. Program Review Components for Developmental Process. (1) In order to op-**
19 **erate a program leading to certification or rank change, the EPP shall have its program re-**
20 **view documents reviewed by the EPSB for each separate program of educator preparation**
21 **for which the EPP is seeking approval.**

22 **(2) The following information must be demonstrated in the program review documenta-**
23 **tion:**

1 **(a) An overview which includes:**

2 **1. The context and unique characteristics;**

3 **2. Description of the organizational structure;**

4 **3. The vision, mission, and goals; and**

5 **4. The shared values and beliefs for educator preparation.**

6 **(b) A description of its systematic approach for continuous improvement;**

7 **(c) A description of its clinical partnerships;**

8 **(d) An alignment of the program's coursework and field and clinical experiences with**
9 **the content standards of the relevant National Specialized Professional Association, student**
10 **academic expectations as established in 703 KAR 4:060, and relevant state performance**
11 **standards in Title XVI of the Kentucky Administrative Regulations;**

12 **(e) Identification and alignment of the program assessments to the state performance**
13 **standards to assure each candidate's mastery prior to exit from the program;**

14 **(f) Identification of how the program addresses the applicable regulatory requirements**
15 **of Title XVI of the Kentucky Administrative Regulations;**

16 **(g) A list of faculty responsible for and involved with the conduct of the specific pro-**
17 **gram, along with the highest degree of each, qualifications for the program, and status of**
18 **employment within the program and the university; and**

19 **(h) A curriculum guide provided to each candidate that includes the following:**

20 **(a) Name of the program and resulting certification and rank;**

21 **(b) Program admission criteria;**

22 **(c) Program coursework;**

23 **(d) Program exit requirements;**

1 (e) Certification requirements if they differ from the program exit requirements.

2 Section 19. New Program Approval for an accredited EPP. (1) An accredited EPP shall
3 submit a program proposal for each new educator preparation program.

4 (2) A program proposal shall demonstrate the following components

5 (a) A description of its clinical partnerships relevant to the new program;

6 (b) A description of the application of the EPP's continuous improvement plan as it per-
7 tains to the new program;

8 (c) An alignment of the program's coursework and field and clinical experiences with
9 the content standards of the relevant National Specialized Professional Association, student
10 academic expectations as established in 703 KAR 4:060, and relevant state performance
11 standards in Title XVI of the Kentucky Administrative Regulations;

12 (d) Identification and alignment of the program assessments to the state performance
13 standards to assure each candidate's mastery prior to exit from the program;

14 (e) Identification of how the program addresses the applicable regulatory requirements
15 of Title XVI of the Kentucky Administrative Regulations;

16 (f) A list of faculty responsible for and involved with the conduct of the specific pro-
17 gram, along with the highest degree of each, qualifications for the program, and status of
18 employment within the program and the university; and

19 (g) A curriculum guide provided to each candidate that includes the following:

20 1. Name of the program and resulting certification and rank;

21 2. Program admission criteria;

22 3. Program coursework;

23 4. Program exit requirements; and

1 **5. Certification requirements if they differ from the program exit requirements.**

2 **(3) A program must receive EPSB approval prior to admission of students to the pro-**
3 **gram. The Program approval decision options shall be:**

4 (a) **Approval with the next review scheduled during the regular accreditation cycle;**

5 (b) **Approval with conditions with a maximum of one (1) year probationary exten-**
6 **sion for correction of a specific problem to be documented through written ma-**
7 **terials or through an onsite visit. At the end of the extension, the EPSB shall de-**
8 **cide if the documentation supports:**

9 1. **Approval; or**

10 2. **Denial.**

11 (c) **Denial approval indicating that a serious problem exists which jeopardizes the**
12 **quality of preparation for school personnel.**

13 **Section 20. Continuing Program Approval. (1) EPPs that have been granted approval**
14 **for each of educator preparation programs, shall submit the following for each educator**
15 **preparation program for which it is seeks continuing approval:**

16 1. **Report of any changes in the program since the last EPSB review;**

17 2. **Summary analysis of the program assessment data to identify areas of strength and**
18 **weakness relevant to the educator performance standards;**

19 3. **Description of the program's continuous improvement plan based on the program**
20 **analysis.**

21 **(2) The EPSB shall order a review of an educator preparation program if it has cause to**
22 **believe that the quality of the preparation is seriously jeopardized.**

23 (a) **The review shall be conducted under the criteria and procedures established in the**

1 EPSB “Emergency Review of Certification Programs Procedure” policy incorporated by
2 reference.

3 (b) Phase One Review shall require a written report about the identified program(s) and
4 the continuous improvement plans.

5 (c) The Phase Two Review shall require an on-site review to be conducted by EPSB staff
6 and a team of trained reviewers.

7 (d) The review shall result in a report to which the EPP may respond.

8 (e) The review report and EPP response shall be used by the Program Review Commit-
9 tee as the basis for a recommendation to the full EPSB for:

- 10 1. Approval;
- 11 2. Approval with conditions; or
- 12 3. Denial of approval for the program.

13 (f) If the EPSB denies approval of a program, the EPP shall notify each candidate cur-
14 rently admitted to that program of the EPSB action. The notice shall include the fol-
15 lowing information:

- 16 1. A candidate recommended for certification or advancement in rank within the
17 twelve (12) months immediately following the denial of state approval and who
18 applies to the EPSB within the fifteen (15) months immediately following the de-
19 nial of state approval shall receive the certification or advancement in rank; and

20 (a) A candidate who does not meet the criteria established in subparagraph 1. of
21 this paragraph shall transfer to an EPSB approved program to receive the cer-
22 tificate or advancement in rank.

23 Section 21. Content Review Committee. (1)(a) EPSB staff shall identify and train a con-

1 tent review committee in each of the certificate areas to provide content area expertise to
2 EPSB staff and the Program Review Committee.

3 (b) Nominations for the content review committees shall be solicited from the education
4 constituent groups.

5 (2)(a) A content review committee shall review all new educator preparation program
6 proposals to establish congruence of the program with standards of National Specialized
7 Professional Association and appropriate state performance standards in Title XVI of the
8 Kentucky Administrative Regulations.

9 (b) EPSB staff may initiate a content review committee for a continuing approval review
10 as determined by program changes that may have occurred since the last review.

11 (3) A content review committee shall submit written comments to EPSB staff and the
12 Program Review Committee for use in the program review process.

13 (4) A content review committee shall not make any determination or decision regarding
14 the approval or denial of a program.

15 Section 22. Program Review Committee. (1) The EPSB shall appoint and EPSB staff
16 shall train a Program Review Committee representative of the constituent groups to the
17 EPSB.

18 (2) The Program Review Committee shall conduct a preliminary review of the Develop-
19 ment Process Stage One documentation for adequacy, timeliness, and conformity with the
20 corresponding standards and Kentucky Administrative Regulations.

21 (3) The Program Review Committee shall send a Program Review Update to the Stage
22 One applicants indicating whether the documentation satisfies the submission require-
23 ments. If a requirement has not been met, the applicant shall be asked to revise or send ad-

1 ditional documentation.

2 (4) For new program approval, the Program Review Committee shall:

3 (a) Determine that the submitted material meets requirements;

4 (b) Ask EPSB staff to resolve with the EPP a discrepancy or omission in the report or
5 programs;

6 (c) Make a recommendation for program approval to the EPSB; or

7 (d) Recommend that the evaluation and approval process be terminated as a result of a
8 severe deficiency in the program.

9 (5) For continuing program approval, the Program Review Committee shall:

10 (a) Determine that the submitted material meets requirements;

11 (b) Identify additional components of the program to be reviewed;

12 (c) Ask EPSB staff to resolve with the EPP a discrepancy or omission in the report or
13 programs;

14 (d) Refer an unresolved discrepancy or omission to the on-site accreditation team for
15 resolution; or

16 (e) Recommend that the evaluation and approval process be terminated as a result of a
17 severe deficiency in the program.

18 (6) EPSB staff shall discuss a recommendation for termination with the EPP. The EPP
19 may submit a written response which shall be presented with the Program Review Com-
20 mittee comments and program review documents to the full EPSB.

21 Section 23[28]. Approval of Off-site and [~~On-line~~]Programs. (1) Institutions in Kentucky
22 with educator preparation programs shall seek approval from the EPSB[~~Education Professional~~
23 ~~Standards Board~~] before offering courses or whole programs at an off-campus site.

1 (a) The institution shall submit a written request to the EPSB[board] to begin offering courses
2 at the off-site location describing the location and physical attributes of the off-campus site, re-
3 sources to be provided, faculty and their qualifications, and a list of courses or programs to be of-
4 fered.

5 (b) The off-site location shall be approved by the EPSB[board] before the institution may
6 begin offering courses at the location.

7 ~~[(2)(a) Until May 31, 2008, initial and continuing on-line educator preparation programs shall
8 be regionally or nationally accredited and accredited or approved, as applicable, by the program's
9 state of origin.~~

10 ~~—(b) Beginning June 1, 2008, initial and continuing on-line educator preparation programs orig-
11 inating from outside Kentucky shall be regionally accredited, accredited or approved, as applica-
12 ble, by the program's state of origin, and accredited by NCATE.]~~

13 Section 24[29]. Incorporation by Reference. (1) The following material is incorporated by
14 reference:

15 **(a) “The 2013 CAEP Standards shall be the accreditation standards for initial pro-
16 grams”;**

17 **(b) “The 2016 CAEP Standards for Advanced Programs shall be the accreditation
18 standards”;**

19 ~~[(a) "Professional Standards for the Accreditation of Teacher Preparation Institutions", 2008
20 Edition, National Council for Accreditation of Teacher Education;~~

21 ~~—(b) "Education Professional Standards Board Accreditation of Preparation Programs Proce-
22 dure", August 2002;~~

23 ~~—(c) "Education Professional Standards Board Approval of Alternative Route to Certification~~

1 ~~Program Offered under KRS 161.028", August 2002;~~

2 ~~(c)(d) "Education Professional Standards Board Emergency Review of Certification Pro-~~
3 ~~grams Procedure", 2020.;~~

4 ~~—(e) "Kentucky's Safety Educator Standards for Preparation and Certification", May 2004;~~

5 ~~—(f) "National Association of School Psychologists, Standards for School Psychology Training~~
6 ~~Programs, Field Placement Programs, Credentialing Standards", July 2000; and~~

7 ~~—(g) "Kentucky's Standards for Guidance Counseling Programs" derived from the Council for~~
8 ~~Accreditation of Counseling and Related Education Programs (CACREP) Standards, Education~~
9 ~~Professional Standards Board, November 2004.]~~

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11 at the **Kentucky Department of Education, 300 Sower Boulevard, 5th Floor,**~~[Education Pro-~~
12 ~~fessional Standards Board, 100 Airport Road, 3rd Floor,]~~ Frankfort, Kentucky 40601, Monday
13 through Friday, 8 a.m. to 4:30 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Kentucky Association of Colleges of Teacher Education (KACTE) Proposal

Rationale:

KACTE has submitted recommendations to be discussed and considered by the Education Professional Standards Board (EPSB) for changes to the existing requirements for admission to an initial teacher preparation program.

Applicable Statutes and Regulation:

KRS 161.020, KRS 161.028, KRS 161.030, KRS 161.048, 16 KAR 5:020

History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 1 of this regulation identifies requirements for admission to approved undergraduate initial and graduate initial teacher preparation programs. The admission criteria for undergraduate initial teacher preparation programs include a minimum cumulative grade point average of 2.75 on a 4.0 scale or a 3.0 on the last thirty hours of credit completed and successful completion of the Praxis Core Academic Skills for Educators (CASE). Current scores established in regulation for this basic skills assessment are Reading 156, Writing 162 and Math 150. The admission criteria for graduate initial teacher preparation programs include a bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative 2.75 grade point average on a 4.0 scale or 3.0 on the last thirty hours of credit completed, including undergraduate and graduate coursework, and successful completion of either the CASE with the same cut scores as the undergraduate initial program requirement or the Graduate Record Exam (GRE). Cut scores for the GRE include Verbal Reasoning 150, Quantitative Reasoning 143 and Analytical Writing 4.0. All teacher preparation programs must demonstrate application procedures that include applicant demonstration of skills in critical thinking, communication, creativity and collaboration; review of the Professional Code of Ethics for Kentucky School Certified Personnel; and, applicant demonstration of professional dispositions expected of professional educators.

Summary: The full report and recommendations from KACTE are included for EPSB consideration and discussion. Specifically, KACTE has made the following recommendations for changes to the existing requirements for admission to an initial teacher preparation program:

1. Permit applicants to demonstrate core academic knowledge/competencies through individual ACT scores (Reading – 20, Writing – 18, and Math – 22) or CASE scores (Reading – 156, Writing 162, and Math 150). Students who miss the benchmark scores with the ACT will be encouraged to take the CASE and individual educator preparation providers may opt to require it.
2. Provide a holistic option for applicants who struggle with ACT or CASE assessments.

This option would permit educator preparation providers to take grade point average into account when applicant test scores miss the benchmark by 1-5 points. For example, this holistic approach would enable the educator preparation provider to admit a student who struggled with the Math portion of the ACT or CASE to demonstrate readiness through a grade point average requirement exceeding the minimum requirement of 2.75. KACTE suggests students who miss standardized test benchmarks by minimal points be admitted when the grade point average is 3.0 or better.

3. The standardize test requirement for Master's of Arts in Teaching candidates should be dropped. Since these applicants have earned a Bachelor's degree and meet other minimum requirements outlined by the EPSB and educator preparation providers, KACTE believes the GRE/CASE requirement should be removed.

Budget Impact: There is no budgetary impact.

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KACTE Praxis Core/CASE Task Force

Examining the use of Praxis Core (CASE) as an admissions requirement for initial certification teacher education programs

PROCESS

KACTE administered a survey to all members soliciting feedback on the use of the assessment as a requirement for admission. Responses indicated that EPPs favor establishing a benchmark for adequate academic knowledge/competencies. Below is a summary of the results:

All respondents agreed that there needs to be some assessment establishing academic knowledge/competency.

- 3 respondents prefer that CASE not be removed as a requirement.
- 1 respondent prefers keeping CASE but reducing score requirement
- 7 respondents indicated that some measure of academic knowledge/competencies should be required.
 - 3 suggested ACT
 - 2 suggested adding a provisional route that enabled EPPs to justify admission
 - 1 suggested 2.75 GPA
 - 1 suggested maintaining CASE for undergraduate students and relying on an earned BA with minimum GPA paired with EPP determined criteria for graduate students

Following the survey results a task force was formed. Participants included representatives from public and private institutions: UK, UofL, WKU, Midway, Bellarmine, Univ. of Pikeville, Georgetown, Thomas More, and Asbury.

The task force examined Praxis Core data across multiple institutions from 2016-2017, 2017-2018, and 2018-2019, with a specific focus on students whose admission was denied based on Praxis Core/CASE scores. The following institutions submitted three years of Praxis Core data: Asbury, Bellarmine, Berea, Eastern Kentucky University, Thomas More, University of Kentucky, University of Louisville, and University of Pikeville. While not every institution was represented, a strong combination of public and private EPPs were included. Further, the task force reviewed five articles ranging from 2011-2018 examining the use of the assessment data in the admissions process. Finally, the task force examined practices related to admissions across 50 states. Overarching considerations included diversifying the teacher candidate pool and accreditation demands. A summary of trends is presented below.

TRENDS

Kentucky Data

EPP data, though limited, indicate the Praxis Core/CASE may be disproportionately and negatively affecting students of color. Further, data indicate the Math section creates considerable challenges for students. The task force recognize these data as problematic because of underreporting and an

inadequate systems for identifying students who never apply due to low scores. We believe there are more students deterred from applying than these data capture.

Students denied admission due to Praxis Core/CASE

EPP	Total # of students	# students of color	# “strong” candidates (> 3.0 GPA)	Score range Math	Score range Writing	Score range Reading	NOTES
Asbury (%s reported)	51% Math 40% Writing 15% Reading	Not reported	Not reported	Not reported	Not reported	Not reported	Between 78%-90% passed the reading portion, between 53%-69% passed the writing portion, between 44%-55% passed the math portion.
Berea	4	4	2	120-145	146	142-152	2 students struggled with Math and Writing; One struggled with writing; One with math 29% students had to retake the Praxis Core
Bellarmino	11	2	4	124-146	158-160	148	22% students had to retake the Math; 17% have to retake the writing; 4% have to retake reading;
EKU	18% (81 out of 450)	<1% (3 students)	14% (62 students)	110-146 (PD)	NR	NR	If Math cut score were 140, seven students would have passed.
Thomas More	4	1	3	116-139	138	138-160	Up to 50% of students had to take the CASE multiple times; Math created the largest challenge with writing the next largest
UK	26	11	NR	NR	NR	NR	7 struggled with Math; 4 struggled with writing; 4 with both (PD)
UofL	20	9	NR	NR	NR	NR	16 students struggled with the Math; 3 struggled with writing; 1 with both

UPike	2	0	2	108-144	NR	NR	Up to 33% of students had to take the Math more than once and up to 36% had to take the Writing more than once
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**Table reflects summary data across 2016-2017, 2017-2018, and 2018-2019; (NR = not reported; PD = partial data)*

Students overwhelmingly struggle with the Math portion of the Praxis Core/CASE with the Writing portion coming in second. More students retake the Math section of the test than any other domain. Additionally, the range of ‘missed scores’ is noticeably broader for Math than the ‘missed score’ range for the writing or reading portions. Very few students are denied admission due to Reading scores.

Of the 146 students not admitted due to Praxis Core/CASE scores, at least 30 are students of color which makes up approximately 20% of the sample. Given that Kentucky’s population is approximately 87% white, it is quite possible that the Praxis Core/CASE is a disproportionate obstacle to students of color. This obstacle creates an additional financial burden on students many of whom retook the assessment multiple times to no avail.

Literature review

The literature consistently indicated Praxis I tests as disadvantageous for students of color and those coming from economically challenged backgrounds and no clear evidence that success on standardized tests leads to effective teaching. While these findings are consistent with bias found in other standardized tests, using the Praxis I assessments at admissions requirement may create an additional challenge for these groups (Gitomer, Brown & Bonett, 2011; Henry et al., 2013; Nettles, Scatton, Steinberg & Tyler, 2011). Our literature review did indicate that students who pass the Praxis I assessments with scores noticeably above the benchmark are more likely to pass Praxis II assessments (Gitomer, Brown & Bonett, 2011). Borderline students and students who require more than one time to pass are likely to struggle with Praxis II assessments; struggling GPA was another factor indicating future struggle with Praxis II assessments. One study (Henry, et al., 2013) asserted that candidates’ scores on standardized tests do not predict classroom effectiveness when that effectiveness is examined through value-added models. A report produced by CAEP (PR Newswire, 2017) indicated that the Praxis Core is backed by strong validity.

Reviewers noted that the literature body around the value of the Praxis I tests is thin.

State by state comparisons

The majority of states require some kind of assessment of basic academic knowledge/competency. Within this majority, a sizeable number of states expand requirements beyond the Praxis Core/CASE and a smaller number expand the cut scores. Specifics are outlined below. See attached table for additional details.

- 23 states require Praxis Core/CASE at admissions
 - 12 states allow for assessment other than Praxis Core/CASE
 - 7 states use cut scores different from KY
- 11 states require a competency assessment other than Praxis Core/CASE at admissions

- 16 states do not require any competency assessment at admission
 - 2 states allow EPPs to determine requirements

RECOMMENDATIONS

Given the data summarized above, extant research, and national trends, KACTE recommends Kentucky embrace flexibility. Specifically, we suggest three changes to Kentucky's current practice:

1. Permit applicants to demonstrate core academic knowledge/competencies through individual ACT scores (Reading, 20; Writing, 18; Math, 22) OR Praxis Core/CASE scores (Reading 156, Writing 162, Math 150). Students who miss the benchmark scores with the ACT will be encouraged to take the CASE and individual EPPs may opt to require it.
2. Provide a holistic option for applicants who struggle with ACT or Praxis Core/CASE assessments. This option would permit EPPs to take GPA into account when applicant test scores miss the benchmark by 1-5 points. For example, this holistic approach would enable the EPP to admit a student who struggled with the Math portion of the ACT or CASE to demonstrate readiness through a GPA requirement exceeding the minimum requirement of 2.75. We suggest students who miss standardized test benchmarks by minimal points be admitted when the GPA is 3.0 or better.
3. The standardized test requirement for MAT students be dropped. Because these applicants have earned a Bachelor's degree and meet other minimum requirements outlined by the state and EPP, we believe the ACT/GRE/Praxis Core/CASE requirement should be removed.

References

- Gitomer, D., Brown, T., & Bonett, J. (2011). Useful signal or unnecessary obstacle? The role of basic skills tests in teacher preparation. *Journal of Teacher Education, 62*(5) 431-445.
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- Nettles, M., Scatton, L., Steinberg, J., & Tyler, L. (2011). Performance and passing rate differences of African American and White prospective teachers on Praxis examinations. *ETS Research Report: ETS RR-11-08*.
- PR Newswire. (2017). ETS-Praxis-Core-Test. PR Newswire US.

Task Force Members: Sharon Bixler (Asbury), Elizabeth Dinkins (Bellarmine), Nicholas Hartlep (Berea), Candice Haskell (Georgetown), Tony Kirchner (WKU), Sue Lasky (Midway), Margaret Mohr-Schroeder (UK), Je Olson (Kentucky Christian), Kim Parker-Brown (Midway), Coletta Parsley (Pikeville), Christy Pretroze (Thomas More), Diana Porter (EKU), Cody Windhorst (UofL)

Summary of State-by-State Comparison

23 states require the Praxis Core/CASE. 7 states establish cut scores different from KY. 12 of these states allow for competency tests other than the Praxis Core/CASE. 11 states require an academic competency test other than the Praxis Core/CASE. 16 states do not require either the any competency assessment at admission to a program.

7 States that require Praxis Core/CASE with cut scores different from Kentucky:

(Reading 156, Writing 162, Math 150)

STATE	Reading Score	Writing Score	Math Score	Notes
Maine	Requires composite score of 468 with no cut scores			
Mississippi	156	162	130	ACT or SAT accepted for CASE
Nebraska	Composite of 468 with no single score more than 1 point below cut			
North Dakota	149	153	143	Composite score of 466 must be met as well
Pennsylvania	156	162	142	CASE required as of 3/1/2020
Rhode Island	168	165	162	
South Carolina	156	158	150	

12 States that provide additional options beyond Praxis Core/CASE for admission:

STATE	NOTES
Alabama	Passing WorkKeys Assessment accepted
Alaska	CASE is one of several competency tests
Louisiana	ACT composite of 22 or SAT combined verbal & math of 1100
Maryland	SAT combined of 1180; ACT composite of 24; GRE composite 297
Mississippi	ACT or SAT accepted for CASE
New Hampshire	Accepts other states' basic skills for educators or 50% or higher on a nationally recognized test in reading, writing, and math (SAT, ACT, GRE, etc.)
North Carolina	ACT or SAT accepted for CASE
Tennessee	ENACT score of 22 or RSAT combined verbal and math of 1020 exempt from Praxis Core
Utah	ACT of 21 or higher
Vermont	ACT, SAT, or GRE accepted
West Virginia	ACT of 26 or higher; SAT of 1240 or higher
Wisconsin	ACT, SAT or GRE accepted

11 States that do not require the Praxis Core/CASE but do require some competency exam:

STATE	NOTES
California	California Basic Educational Skills Test required in addition to content teaching exams (uses Pearson tests)
Florida	Florida provides their own tests
Georgia	Georgia provides their own tests
Massachusetts	MTEL – state based test
Missouri	State based test of academic competency required at admission
Oklahoma	OGET – state based test
Ohio	State based tests for all teacher licensure
Oregon	SAT, ACT, and CASE all accepted – no cut scores required
Texas	PACT if GPA is below a 2.5
Virginia	VCLA – Virginia Communication and Literacy Assessment
Washington	ACT or SAT for admission (CASE required for out of state applicants)

16 States that do not require Praxis Core/CASE or any competency exam at admission but do at licensure:

STATE	NOTES
Arizona	Requires passing score on NES/AEPA for licensure
Colorado	Praxis content for licensure
Connecticut	Praxis content for licensure
Delaware	Praxis content for licensure
Idaho	Praxis content for licensure
Illinois	Performance assessment and Pearson assessment for licensure
Iowa	Performance assessment & content knowledge assessment
Kansas	Praxis content for licensure
Michigan	State based test of content and pedagogy
Minnesota	State based test of content and pedagogy
Montana	Praxis content for licensure
New York	Pedagogy and content for licensure
South Dakota	Praxis content for licensure
Wyoming	Praxis content for licensure

*Indiana and Arkansas requirements are per institution

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Bellarmine University: Accreditation of the Educator Preparation Provider and Approval of Programs

Staff's 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 and advanced level preparation programs at Bellarmine University.

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 CAEP/EPSB state accreditation to the EPP and approve the initial and advanced preparation programs at Bellarmine University?

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 Bellarmine University on September 15-17, 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 EPSB-cited AFIs.

SITE TEAM RECOMMENDATIONS:

NCATE AFIs from previous visit: The site visitors recommended removal of the one previous AFI in NCATE Standard 4 for initial and advanced programs. The AFI reads as follows: "Candidates have limited opportunities to interact with peers from diverse racial and ethnic groups."

Recommendation: "The AFI should be removed because the EPP demonstrated actionable efforts toward diversifying its program candidates' opportunities to work with a diverse student population and recruitment of a diverse pool of candidates."

AFIs in CAEP Standards: The site visitors recommended one AFI in Standard 4.

Standard 4: Program Impact

1. The EPP currently is not using multiple measures to document that the program completers contribute to an expected level of student-learning growth (4.1 initial).

Rationale: JCPS MAP data are unavailable, and no other measures have been identified to serve in this function.

The site visitors reviewed evidence of compliance with the EPSB regulations as part of the on-site visit and found the EPP at Bellarmine University 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 Bellarmine University. The CAEP Accreditation Council did not accept the recommended AFI in Standard 4. Additionally, the CAEP Accreditation Council agreed with the team’s recommendation for the removal of the previous NCATE AFI.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 16, 2020, 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 were met. The AAC agreed with the CAEP Accreditation Council to remove the one AFI in Standard 4 recommended by the site visit team. Additionally, the AAC agreed that the previous NCATE issued AFI should be removed

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Bellarmine University submitted their programs and received written notification dated May 3, 2019, of the results of the program review.

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 finding of the CAEP Accreditation Council that all standards were met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Bellarmine University.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Campbellsville University: Accreditation of the Educator Preparation Provider and Approval of Programs

Staff's 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 and advanced level preparation programs at Campbellsville University.

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 CAEP/EPSB state accreditation to the EPP and approve the initial and advanced preparation programs at Campbellsville University?

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 Campbellsville University on October 27-29, 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 EPSB-cited AFIs.

SITE TEAM RECOMMENDATIONS:

NCATE AFIs carried over from previous visit: There were no previous NCATE areas for improvement for the site visit team to review.

EPSB-cited NCATE AFI from previous visit: On the previous accreditation visit the EPSB cited an AFI based on NCATE Standard 3 Field Experiences and Clinical Practice. The AFI reads as follows: "The unit does not ensure that early pre-student teaching field experiences are consistently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. (Initial)"

Rationale: On the 2019 joint visit, the state site visitors recommended removal of the previous AFI. The rationale for removal of the AFI was stated as follows: During the 2019 site visit, the team verified that “clinical experiences are integrated into courses throughout the program and provide multiple opportunities for candidates to develop their practice in instructional settings” (SVR, p. 14). Further, “candidate progress is monitored through a portfolio evaluated by EPP faculty to determine qualifications for student teaching. Various artifacts are required to document competency in all 10 Kentucky Teacher Performance Standards/InTASC standards. Satisfactory completion of student teaching is also evaluated by a portfolio documenting competency in the 10 KTPS/InTASC standards and is scored by public school leaders and administrators. (SVR, p. 15).

AFIs in CAEP Standards: The site visitors recommended one AFI in Standard 2 and three AFIs and one Stipulation in Standard 5.

Site Team Areas for Improvement/Stipulation(s):

Standard 2: Clinical Partnerships and Practice

AFI #1. The EPP does not have a systematic process for co-selecting cooperating teachers with district partners for fieldwork placements. (2.2 initial)

Rationale: While on-site interviews confirmed that EPP and P-12 administrators and clinical educators work collaboratively to co-select cooperating teachers for student teaching placements, field experience placements prior to student teaching are most often arranged directly by the candidate.

Standard 5: Provider Quality Assurance and Continuous Improvement

AFI #2. There is limited evidence that the EPP-created assessments in initial programs (Portfolio Evaluation Rubric, Student Teaching Assessment) have established inter-rater reliability. (5.2 initial)

Rationale: The EPP reported that inter-rater reliability checks were conducted; however, limited data was presented.

AFI #3. There is limited evidence that the EPP consistently shares assessment data with stakeholders across all programs. (5.5 initial)

Rationale: Specific evidence of systematic P-12 stakeholder review and analysis of data were not presented.

AFI #4. There is limited evidence that the EPP-created assessments in advanced programs have established inter-rater reliability. (A5.2 advanced)

Rationale: Often only one rater is evaluating the assessment in advanced programs.

Stipulation #1: There is limited evidence that the EPP consistently shares assessment data with stakeholders across all programs. (A5.5 advanced)

Rationale: Advisory committees are not consistent across all programs.

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at Campbellsville University. The CAEP Accreditation Council did not accept all the recommended areas for improvement. The CAEP Accreditation Council cited one AFI in Standard 5.5 (initial).

AFI: The EPP provided limited evidence that assessment data is consistently shared with P-12 stakeholders across all programs (5.5 initial).

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 16, 2020, 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 were met. The AAC agreed with the CAEP Accreditation Council to retain the one AFI in Standard 5.5. Additionally, the AAC agreed with the state team recommendation to remove the prior EPSB-cited AFI in NCATE Standard 3.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Campbellsville University submitted their programs and received written notification dated May 21, 2019, of the results of the program review.

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 finding of the CAEP Accreditation Council that all standards were met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Campbellsville University.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Green River Regional Educational Cooperative (GRREC): Continuing Education Option, Plan II Proposal

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the GRREC Continuing Education Option (CEO) Plan II for Rank I or II.

Rationale:

The CEO Plan II reviewers consisting of staff from the Office of Educator Licensure and Effectiveness (OELE), and representatives from districts, educational cooperatives and education preparation providers (EPPs) reviewed GRREC's CEO Plan II proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. The reviewers found that the proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

Action Question:

Should the EPSB approve the CEO Plan II program proposal submitted by GRREC?

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: KRS 161.1211 establishes the classifications of teachers. According to the statute, an educator may obtain Rank II by obtaining a master's degree, acquiring National Board Certification or successfully completing equivalent continuing education. Rank I is obtained by meeting the requirements of Rank II and having an additional thirty hours of approved graduate credit, a master's degree, National Board Certification or equivalent continuing education. KRS 161.095 provides that the EPSB shall develop standards for continuing education including college/university courses, an advanced degree or a combination of field-based experiences, individual research and approved professional development. 16 KAR 8:030 sets forth the continuing education requirements for CEO Plan I and Plan II for rank change. CEO Plan II allows districts, groups of districts (such as educational cooperatives) and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a continuing education option plan with a combination of field-based experiences, individual research and approved professional development to the EPSB for approval. The EPSB also approved the CEO Plan II Guidelines that provide information for districts, groups of districts and institutions of higher education to design and submit a continuing education option plan that aligns with the requirements of 16 KAR 8:030 and KRS 161.095.

Summary: The GRREC CEO Plan II program would allow educators to pursue and achieve Rank I or II, depending on their current rank, and grow in their profession through field-based experience, research and approved professional development. GRREC's proposed program meets the CEO Plan II guidelines and includes an introduction, capstone project, job-embedded professional development experiences, assessment of candidates and program evaluation. GRREC's revised CEO Plan II proposal is included in the Document Library and requires approval by the EPSB before it may be offered for rank change. If approved by the EPSB, GREEC may offer the program to candidates to obtain Rank I or Rank II.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

OELE Staff, District Representatives, Educational Cooperative Staff, EPP Leaders.

The CEO Plan II reviewers reviewed the proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. Reviewers reviewed the proposal individually and then came together virtually to reach consensus. The results were sent to GRREC. GRREC responded to the program review feedback and provided a revised proposal. OELE staff reviewed the revised proposal to confirm compliance with the scoring guide and reviewers' comments. The CEO Plan II reviewers found that the revised proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Kentucky Educational Development Corporation (KEDC): Continuing Education Option, Plan II Proposal

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the KEDC Continuing Education Option (CEO) Plan II for Rank I or II.

Rationale:

The CEO Plan II reviewers consisting of staff from the Office of Educator Licensure and Effectiveness (OELE), and representatives from districts, educational cooperatives and education preparation providers (EPPs) reviewed KEDC's CEO Plan II proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. The reviewers found that the proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

Action Question:

Should the EPSB approve the CEO Plan II program proposal submitted by KEDC?

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: KRS 161.1211 establishes the classifications of teachers. According to the statute, an educator may obtain Rank II by obtaining a master's degree, acquiring National Board Certification or successfully completing equivalent continuing education. Rank I is obtained by meeting the requirements of Rank II and having an additional thirty hours of approved graduate credit, a master's degree, National Board Certification or equivalent continuing education. KRS 161.095 provides that the EPSB shall develop standards for continuing education including college/university courses, an advanced degree or a combination of field-based experiences, individual research and approved professional development. 16 KAR 8:030 sets forth the continuing education requirements for CEO Plan I and Plan II for rank change. CEO Plan II allows districts, groups of districts (such as educational cooperatives) and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a continuing education option plan with a combination of field-based experiences, individual research and approved professional development to the EPSB for approval. The EPSB also approved the CEO Plan II Guidelines that provide information for districts, groups of districts and institutions of higher education to design and submit a continuing education option plan that aligns with the requirements of 16 KAR 8:030 and KRS 161.095.

Summary: The KEDC CEO Plan II program would allow educators to pursue and achieve Rank I or II, depending on their current rank, and grow in their profession through field-based experience, research and approved professional development. KEDC's proposed program meets the CEO Plan II Guidelines and includes an introduction, capstone project, job-embedded professional development experiences, assessment of candidates and program evaluation. KEDC's revised CEO Plan II proposal is included in the Document Library and requires approval by the EPSB before it may be offered for rank change. If approved by the EPSB, KEDC may offer the program to candidates to obtain Rank I or Rank II.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

OELE Staff, District Representatives, Educational Cooperative Staff, EPP Leaders

The CEO Plan II reviewers reviewed the proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. Reviewers reviewed the proposal individually and then came together virtually to reach consensus. The results were sent to KEDC. KEDC responded to the program review feedback and provided a revised proposal. OELE staff reviewed the revised proposal to confirm compliance with the scoring guide and reviewers' comments. The CEO Plan II reviewers found that the revised proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

University of Kentucky (UK): Continuing Education Option, Plan II Proposal

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the UK Continuing Education Option (CEO) Plan II for Rank I or II.

Rationale:

The CEO Plan II reviewers consisting of staff from the Office of Educator Licensure and Effectiveness (OELE), and representatives from districts, educational cooperatives and education preparation providers (EPPs) reviewed UK's CEO Plan II proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. The reviewers found that the proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

Action Question:

Should the EPSB approve the CEO Plan II program proposal submitted by UK?

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: KRS 161.1211 establishes the classifications of teachers. According to the statute, an educator may obtain Rank II by obtaining a master's degree, acquiring National Board Certification or successfully completing equivalent continuing education. Rank I is obtained by meeting the requirements of Rank II and having an additional thirty hours of approved graduate credit, a master's degree, National Board Certification or equivalent continuing education. KRS 161.095 provides that the EPSB shall develop standards for continuing education including college/university courses, an advanced degree or a combination of field-based experiences, individual research and approved professional development. 16 KAR 8:030 sets forth the continuing education requirements for CEO Plan I and Plan II for rank change. CEO Plan II allows districts, groups of districts (such as educational cooperatives) and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a continuing education option plan with a combination of field-based experiences, individual research and approved professional development to the EPSB for approval. The EPSB also approved the CEO Plan II Guidelines that provide information for districts, groups of districts and institutions of higher education to design and submit a continuing education option plan that aligns with the requirements of 16 KAR 8:030 and KRS 161.095.

Summary: The UK CEO Plan II program would allow educators to pursue and achieve Rank I or II, depending on their current rank, and grow in their profession through field-based experience,

research and approved professional development. UK's proposed program meets the CEO Plan II Guidelines and includes an introduction, capstone project, job-embedded professional development experiences, assessment of candidates and program evaluation. UK's revised CEO Plan II proposal is included in the Document Library and requires approval by the EPSB before it may be offered for rank change. If approved by the EPSB, UK may offer the program to candidates to obtain Rank I or Rank II.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

OELE Staff, District Representatives, Educational Cooperative Staff, EPP Leaders

The CEO Plan II reviewers reviewed the proposal in accordance with 16 KAR 8:030 and the CEO Plan II Guidelines approved by the EPSB. Reviewers reviewed the proposal individually and then came together virtually to reach consensus. The results were sent to UK. UK responded to the program review feedback and provided a revised proposal. OELE staff reviewed the revised proposal to confirm compliance with the scoring guide and reviewers' comments. The CEO Plan II reviewers found that the revised proposal meets the applicable requirements and recommends that the EPSB approve the CEO Plan II program.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Certification to Avoid Expiration of 16 KAR 3:080

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the certification of 16 KAR 3:080.

Rationale:

Staff reviewed 16 KAR 3:080 to assess alignment with statutory and program requirements and determined that the regulation should remain in effect, with amendment, in order to establish the standards for certification for career and technical education school principal

Action Question:

Should the EPSB approve the certification of 16 KAR 3:080?

Applicable Statute or Regulation:

KRS 13A.3102, KRS 13A.3104, KRS 161.020, 16 KAR 3:080

History/Background:

Existing Policy: KRS 13A.3102(1) provides that “an ordinary administrative regulation with a last effective date on or after March 1, 2013, shall expire seven (7) years after its last effective date, except as provided by the certification process in KRS 13A.3104.” KRS 13A.3104 sets forth the certification process that an agency must follow to avoid the expiration of an administrative regulation. This process requires the agency to review the administrative regulation in its entirety for compliance with current law governing the subject matter of the administrative regulation and file a letter with the regulations compiler prior to the expiration date, stating whether the administrative regulation shall be amended or remain in effect without amendment. If the certification letter states that the administrative regulation will be amended, the EPSB must file an amendment to the administrative regulation within eighteen months of the date the certification letter was filed.

Summary: 16 KAR 3:080 establishes the certification requirements for career and technical education school principals. This administrative regulation has a last effective date of December 6, 2013, and is set to expire on December 6, 2020. Staff reviewed 16 KAR 3:080 in its entirety to assess alignment with statutory and program requirements and determined that the regulation should remain in effect, with amendment, in order to set the standards for certification for career and technical education school principal. Therefore, staff is requesting that the EPSB approve the certification of 16 KAR 3:080. Amendments to the regulation will be presented to the EPSB at a future meeting.

Budget Impact: There will be a cost associated with staff time for amending the regulation. There may be additional impacts, dependent on any significant revisions to the existing regulation.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Placement Request for Stacy Boyd

Action Question:

Should the EPSB approve Morehead State University's alternative student teaching placement request for Stacy Boyd?

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.

Summary: Morehead State University music student Stacy Boyd is assigned to student teach during the Fall 2020 semester. The county in which Ms. Boyd is completing her student teaching, Boyd County, does not have a qualified elementary music placement available. According to the university, the elementary music teachers have expressed the overwhelming difficulty of teaching so many students in a virtual environment or unavailability as reasons for not being able to support and mentor Ms. Boyd. Morehead State University has located a middle school and high school placement and is requesting that Ms. Boyd complete her seventy-day student teaching assignment in the high school and middle school setting.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Placement Request for Kassie Brewer

Action Question:

Should the EPSB approve Morehead State University's alternative student teaching placement request for Kassie Brewer?

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.

Summary: Morehead State University art student Kassie Brewer is assigned to student teach during the Fall 2020 semester. The county in which Ms. Brewer is completing her student teaching, Rowan County, does not have a qualified elementary art placement available. According to the university, the elementary art teachers have expressed the overwhelming difficulty of teaching so many students in a virtual environment or unavailability as reasons for not being able to support and mentor Ms. Brewer. Morehead State University has located a middle school and high school placement and is requesting that Ms. Brewer complete her seventy-day student teaching assignment in the high school and middle school setting.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Placement Request for Dylan Glunt

Action Question:

Should the EPSB approve Murray State University's alternative student teaching placement request for Dylan Glunt?

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.

Summary: Murray State University Spanish student Dylan Glunt is assigned to student teach during the Fall 2020 semester. The university was unable to locate an elementary Spanish placement for Mr. Glunt. There are only two elementary Spanish programs in the university's service region. Murray State University reported that due to COVID-19 and other issues, neither placement was an option for Mr. Glunt. The university provided documentation that Mr. Glunt had experiences in elementary settings prior to student teaching. Murray State University has located a high school placement and is requesting that Mr. Glunt complete his seventy-day student teaching assignment in the high school setting.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Placement Request for Valentina Salas

Action Question:

Should the EPSB approve Murray State University's alternative student teaching placement request for Valentina Salas?

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.

Summary: Murray State University Spanish student Valentina Salas is assigned to student teach during the Fall 2020 semester. The university was unable to locate an elementary Spanish placement for Ms. Salas. There are only two elementary Spanish programs in the university's service region. Murray State University reported that due to COVID-19 and other issues, neither placement was an option for Ms. Salas. The university provided documentation that Ms. Salas had experiences in elementary settings prior to student teaching. Murray State University has located a high school placement and is requesting that Ms. Salas complete her seventy-day student teaching assignment in the high school setting.

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 Christian County Schools

Action Question:

Should the Education Professional Standards Board approve the request that the grade point average (GPA) requirements of 16 KAR 2:120 be waived for issuance of an emergency certification?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.100, 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 cumulative 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: Christian County Schools has been unsuccessful in obtaining qualified applicants to fill a high school art position. An applicant for the position has worked as a substitute teacher within the district and has obtained the status of "preferred substitute teacher". The district would like to hire this applicant to fill this full-time position for the 2020-2021 school year, but her GPA does not meet the 2.5 minimum cumulative GPA. The applicant plans to pursue additional coursework to raise her GPA enough to pursue admission to an alternative certification program. The district is requesting a waiver of the required GPA to allow the applicant to fill the vacant art position for the 2020-2021 school year.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 4:060. Request to Waive Renewal Requirements Due to Medical Conditions

Action Question:

Should the Education Professional Standards Board approve the applicant's request to allow the experience that she has completed thus far to renew her certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 4:060

History/Background:

Existing Policy: 16 KAR 4:060 requires that for an educator to renew a certificate, the educator must obtain three years of teaching experience or six semester hours of new graduate coursework since the certificate was last issued or renewed. Experience as a substitute teacher shall be accepted in lieu of required teaching experience if the certificate holder was employed officially by the local board of education, was paid through the board of education and substituted in his or her certification area no less than thirty teaching days per semester.

Summary: Andree Molnar was under a doctor's care due to a serious medical condition that prevented her from working from August 2018 through February 2020. Prior to her illness, she was able to obtain seventy-two days of substitute teaching experience within the 2016-2017 school year; however, she did not have a minimum of thirty days within the Fall 2016 semester. She was able to complete a few days of substitute experience during the 2017-2018 school year, but it was not enough to meet the requisite number of days for renewal. Ms. Molnar is requesting a waiver to allow her to renew her certificate on one year of eligible experience due to exceptional medical circumstances.

Budget Impact: There is no budgetary impact.

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