

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, December 14, 2020

EPSB Waiver Committee

8:30 AM ET

EPSB Regular Meeting Agenda

9:00 AM ET

Call to Order

Roll Call

Approval of Consent Items

- A. Approval of October 12, 2020, EPSB Meeting Minutes
- B. Request to Offer Program at an Off-Site Location, Campbellsville University (Ms. Allison Bell)
- C. 16 KAR 5:040. Alternative Student Teaching Placement Request for Malinda Massey (Ms. Cathy Jackson)
- D. 16 KAR 5:040. Alternative Student Teaching Placement Request for Jessamyn Rising (Ms. Jackson)
- E. 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

Information Item

- A. Association for Advancing Quality in Educator Preparation (Mr. Rob Akers)
- B. 16 KAR 5:020. Standards for Admission to Educator Preparation, Amendment (Ms. Bell)

Action Items

- A. 16 KAR 5:010. Standards for Accreditation of Educator Preparation Providers and Approval of Programs, Amendment (Ms. Bell)
- B. Kentucky Valley Educational Cooperative: Continuing Education Option, Plan II Proposal (Ms. Salsman)
- C. 16 KAR 5:040. Request to Allow Substitute Teaching Experience to Qualify as Student Teaching Experience for the Spring 2021 Term (Mr. Akers)
- D. Request to Continue Approval of Conditional Admittance to Educator Preparation Programs for Spring 2021 (Mr. Akers)

Waivers

- A. 16 KAR 5:040. Request to Waive Required Number of Student Teaching Days Due to District Closures (Ms. Jackson)
- B. 16 KAR 5:040. Request to Waive Field Experience Clock Hours Due to District Closures (Ms. Jackson)
- C. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Scott County Schools (Ms. Crystal Hord)
- D. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Christian County Schools (Ms. Crystal Hord)

Alternative Route to Certification Applications

- A. Hannah Wemitt, Theater, All Grades (Ms. Hord)
- B. Kamarr Wilmington-Richee, Biology, Grades 9-12 (Ms. Hord)
- C. Jessica Wimsatt, English and Journalism, Grades 9-12 (Ms. Hord)

Board Comments

Closed Session Review

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

February 8, 2021
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the October 12, 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 9:02 a.m. ET. In an effort to prevent the spread of the novel Corona Virus (COVID-19) this meeting was conducted by video teleconference. Vice-chair Josh Trosper read the mission statement to the EPSB and audience.

Swearing in of New Board Members

Board members Mary Pat Regan and Amber Snell were sworn in by Leah Sharpe of the Office of Legal Services.

Roll Call

The following Board members were present during the October 12, 2020, EPSB meeting: Melissa Conley-Salyers, Sara Green, Cathy Gunn, Donna Hedgepath, Jacqueline Mayfield, Sherry Powers, Lisa Rudzinski, Steven Scrivner, Amber Snell, Carmen Souder, Josh Trosper and Julian Vasquez-Heilig.

CPE: Amanda Ellis

Cabinet: Mary Pat Regan

Approval of Consent Items

2020-65

Approval of September 2, 2020, EPSB Meeting Minutes

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

Emergency Non-Certified Personnel Program

Motion made by Mr. Steven Scrivner, seconded by Deputy Secretary Mary Pat Regan, to approve the consent agenda items. (Donna Hedgepath recused on Item B)

Vote: *Unanimous*

Report of the Commissioner

Commissioner Jason Glass shared that he has been in his new position as Commissioner for one month. He grew up in Kentucky and has a lot of connections to the Commonwealth but has been away for two decades and knows that he has a lot to learn. Commissioner Glass outlined three of the Kentucky Department of Education's (KDE) main focuses: Managing and supporting districts with response to COVID; Advancing KDE's work around anti-racism and equity; and, Budget

reductions as an economic reduction due to COVID.

He noted that these three items are going to take up an extraordinary amount of time but looking forward he would like to have conversations on education in the Commonwealth and reach a level of consensus on how to move forward.

He also discussed a data collection form that KDE is circulating to obtain feedback on: What should we keep doing; What should we stop doing; and, What are some things we should start doing? Commissioner Glass noted that KDE is gathering data on those questions and will do another round at a later date to narrow down those areas for the future of education in the state.

Report from the Council on Postsecondary Education

Amanda Ellis shared an update from the Council on Postsecondary Education (CPE). She noted that CPE is working with KDE and the Cabinet to have a unified commitment, not just with the three agencies, but with P-12 and post-secondary partners across the state. The agencies will look at access to transitions and the educational pipeline and working on how to pull together an advisory council. Recently, CPE released a report about the impact on dual credit which noted a 75% positive increase in the participation of dual credit. CPE is working with KCTCS and has kicked off a new Higher Education Matters digital media campaign that shows students from all ages and different backgrounds. It promotes the importance of how education has changed their life to be more successful in their careers.

Report from the Cabinet

Deputy Secretary Mary Pat Regan provided an update from the Education and Workforce Development Cabinet. The Cabinet's focus is on cradle to career and how to partner on early childhood, K-12 and higher education. The Cabinet is working to make it easier on families to navigate through the education system and take advantage of programs that are available. The Cabinet is looking at resources and how to leverage dollars to focus on getting students all the help they need. Deputy Secretary Regan reported that the Cabinet has partnered with KDE about broadband issues and increasing equitable access throughout the state. While working with KDE, the Cabinet is looking at how to give access to students who are on free and reduced lunch and can't afford the access. In addition, the Cabinet continues to work on a project to roll out broadband across the state.

Report of the Associate Commissioner

Rob Akers welcomed Commissioner Glass and the EPSB. He shared that it has been a busy month. Mr. Akers thanked the EPSB for their time, effort and energy in diving into this work as there is a lot to do and important decisions to make. He noted that there will be some big decisions today including some proposals that staff have been working on for several months. Mr. Akers stated that Allison Bell will be talking with the EPSB about regulation 16 KAR 5:010. This regulation is the most referenced regulation of the EPSB around preparation program approval and review. He noted that as staff worked on this regulation, they tried to make it more flexible for our educator preparation providers and received input from stakeholders along the way. In addition, Ms. Bell will be sharing a request from the Kentucky Association of Colleges for Teacher Education (KACTE). This is an important piece of work and KACTE has put together a very thoughtful

recommendation on how to look at multiple measures and making the entry to an educator preparation program more equitable. Mr. Akers encouraged the members to always ask questions and ask for clarification when needed. He stated that the staff have a ton of experience and history behind them to help and lead members.

Information/Discussion Items

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

Ms. Allison Bell presented amendments to 16 KAR 5:010 to the EPSB for a first reading.

Kentucky Association of Colleges of Teacher Education Proposal

Dr. Elizabeth Dinkins presented recommendations from the Kentucky Association of Colleges of Teacher Education on changes to the existing requirements for admission to an initial teacher preparation program.

Action Items

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

2020-66

Motion made by Dr. Donna Hedgepath, seconded by Dr. Amanda Ellis, to approve.

Vote: *Unanimous*

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

2020-67

Motion made by Dr. Sherry Powers, seconded by Deputy Secretary Mary Pat Regan, to approve (Donna Hedgepath recused).

Vote: *Unanimous*

Green River Regional Cooperative: Continuing Education Option, Plan II Proposal

2020-68

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

Vote: *Unanimous*

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

2020-69

Motion made by Mr. Josh Trosper, seconded by Deputy Secretary Mary Pat Regan, to approve.

Vote: *Unanimous*

University of Kentucky: Continuing Education Option, Plan II Proposal

2020-70

Motion made by Dr. Amanda Ellis, seconded by Dr. Sherry Powers, to approve (Julian Vasquez-Heilig recused).

Vote: *Unanimous*

Certification to Avoid Expiration of 16 KAR 3:080

2020-71

Motion made by Dr. Sherry Powers, seconded by Ms. Sara Green, to approve.

Vote: *Unanimous*

Waivers

16 KAR 5:040. Alternative Student Teaching Placement Request for Stacy Boyd

2020-72

Motion made by Dr. Amanda Ellis, seconded by Ms. Amber Snell, to approve the waiver.

Vote: *Unanimous*

16 KAR 5:040. Alternative Student Teaching Placement Request for Kassie Brewer

2020-73

Motion made by Dr. Sherry Powers, seconded by Ms. Sara Green to approve.

Vote: *Unanimous*

16 KAR 5:040. Alternative Student Teaching Placement Request for Dylan Glunt

2020-74

Motion made by Dr. Donna Hedgepath, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

16 KAR 5:040. Alternative Student Teaching Placement Request for Valentina Salas

2020-75

Motion made by Ms. Sara Green, seconded by Dr. Sherry Powers, to approve.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Christian County Schools

2020-76

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

Vote: *Unanimous*

16 KAR 4:060. Request to Waive Renewal Requirements Due to Medical Condition

2020-77

Motion made by Ms. Sara Green, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

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

Vote: *Unanimous*

Motion made by Ms. Green seconded by Dr. Powers, to return to open session.

Vote: *Unanimous*

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

Melissa Conley-Salyers, Sara Green, Cathy Gunn, Donna Hedgepath, Jacqueline Mayfield, Sherry Powers, Lisa Rudzinski, Steven Scrivner, Carmen Souder, Josh Trosper

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

Initial Case Review

Case Number

Decision

2003675	Defer for Training	
2004913	Admonish & Train	
2004879	Defer for Training	
2004921	Admonish & Train	
2002393	Dismissed	
20061097	Admonish & Train	
2004925	Attorney Review	
2003665	Attorney Review	
20061099	Attorney Review	
20061101	Attorney Review	
2003667	Attorney Review	
20071249	Attorney Review	
2004917	Attorney Review	
2004923	Admonish & Train	
2004929	Attorney Review	
20061105	Attorney Review	
2004927	Attorney Review	
20061103	Admonish & Train	
2004881	Admonish & Train	
20061065	Attorney Review	
2004889	Dismissed	
20061067	Defer for Training	<i>(Mr. Trosper dissented)</i>
2004919	Defer for Training	<i>(Mr. Trosper dissented)</i>
2004883	Defer for Training	
2003707	Attorney Review	
20071247	Dismissed	
2004899	Defer for Training	
2004893	Attorney Review	
2001167	Admonish	
2004891	Admonish & Train	
2003671	Attorney Review	
20061085	Attorney Review	
20071263	Attorney Review	
2004907	Attorney Review	
2004911	Attorney Review	

2003663	Attorney Review	
2002413	Attorney Review	
20061087	Attorney Review	
20061095	Attorney Review	
2003729	Dismissed	
20061079	Admonish & Train	
2002417	Defer for Training	
20061061	Dismissed	
20061093	Admonish & Train	
20071271	Dismissed	
2003705	Attorney Review	
20061089	Dismissed	
20061075	Attorney Review	(Ms. Mayfield recused)
20061069	Defer for Training	
20071269	Defer for Training	
2001289	Dismissed	
2004887	Dismissed	
2003777	Attorney Review	
20061133	Admonish	
2003733	Dismissed	
2004951	Dismissed	
2004953	Admonish & Train	
20071291	Dismissed	
20071295	Dismissed	
20071313	Dismissed	
20061151	Defer for Training	
20061173	Dismissed	
20061143	Defer for Training	
20061141	Defer for Training	
20061119	Defer for Training	
20061121	Defer for Training	
20061111	Dismissed	
2004979	Dismissed	
2003763	Dismissed	
2004997	Dismissed	
2003785	Defer for Training	
2004983	Dismissed	
20061135	Dismissed	
20071315	Dismissed	
2003745	Dismissed	
2003757	Dismissed	
2003759	Dismissed	
2003789	Dismissed	
2003795	Dismissed	
20061165	Defer for Training	
20071283	Dismissed	

20061175	Defer for Training
20071287	Dismissed
20061129	Dismissed
20071275	Dismissed
2004941	Dismissed
20061169	Dismissed
20061145	Defer for Training
20061147	Defer for Training
20061167	Dismissed
2004967	Dismissed
20071331	Dismissed
20061149	Defer for Training
2004933	Dismissed
20061109	Dismissed
2004935	Dismissed
2004993	Dismissed
2004987	Dismissed
2004989	Dismissed
2004985	Dismissed
2004959	Defer for Training
20061155	Dismissed
20061159	Defer for Training
20061163	Dismissed
20061171	Defer for Training
20061153	Defer for Training
20061161	Defer for Training
20061157	Defer for Training
20071273	Dismissed
20071317	Dismissed
2004943	Dismissed
2004981	Dismissed
2004977	Dismissed
2004955	Dismissed
2004973	Dismissed
20061127	Dismissed
20061123	Dismissed
20061113	Dismissed
20071301	Dismissed
20071333	Defer for Training
20071305	Dismissed
2004975	Dismissed
20071323	Defer for Training
20071293	Dismissed
20061137	Dismissed
20061115	Dismissed
2004947	Defer for Training

20071289	Defer for Training
20071337	Dismissed
2004995	Dismissed
2004969	Defer for Training
2004971	Dismissed
20061125	Dismissed
2004963	Dismissed
2004945	Dismissed
2004961	Dismissed
20071277	Dismissed
20071327	Defer for Training
20071307	Dismissed
20071309	Dismissed
20061131	Dismissed
20071285	Dismissed
20071321	Defer for Training
20071279	Dismissed
20071297	Dismissed
20071299	Dismissed
20071329	Dismissed
20071335	Defer for Training
2002443	Defer for Training
20061177	Defer for Training
20061179	Defer for Training
20061139	Dismissed
20071325	Dismissed
2003797	Defer for Training
2004885	Defer for Training
20061091	Dismissed
2003717	Defer for Training
2004895	Admonish & Train
2001287	Defer for Training
2004901	Attorney Review
2004905	Defer for Training
2004903	Admonish & Train
20061083	Attorney Review
20061073	Attorney Review
20071255	Attorney Review
2004897	Attorney Review
20071251	Defer for Training
20071261	Attorney Review
20061077	Defer for Training
20061081	Defer for Training
2003695	Defer for Training
2003693	Admonish
2001137	Refer to Hearing

2002423	Refer to Hearing
17071259	Refer to Hearing
1908747	Refer to Hearing
2004931	Admonish & Train
19101055	Dismissed
19101009	Defer
1909865	Defer
19111145	Defer
19111115	Defer
19111125	Defer
19111229	Defer
19111131	Defer
1909829	Defer
19111157	Defer
19111119	Defer
19111123	Defer
1909903	Defer
19101013	Defer
19101023	Defer
1909861	Defer
1902193	No Further Action
19101011	No Further Action
1906591	Dismissed
1908797	Dismissed
200117	Dismissed
1904437	Dismissed
2001101	Dismissed
2003679	Dismissed
2002383	Dismissed
2001269	Dismissed
19111135	Dismissed
19111153	Dismissed
19111221	Dismissed
19121349	Dismissed
200131	Dismissed
2002431	Dismissed
200135	Dismissed
2003771	Dismissed
2003751	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
201333	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.

201338	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.
201356	Approve
201355	Approve
201370	Approve
201418	Approve
201428	Approve
201436	Approve
201439	Approve
201440	Approve
201445	Approve
201448	Approve
201395	Approve
201451	Approve
201493	Approve
201497	Deny
201503	Approve
201519	Approve
201473	Approve
201546	Approve
201562	Approve
201585	Deny
201400	Approve
201403	Approve
201437	Approve
201449	Approve
201459	Approve
201472	Approve
201483	Approve
201517	Approve
201520	Approve
201568	Approve
201581	Approve

Agreed Orders

Case Number

Decision

2001123 Vanacia Barner

Accept Agreed Order admonishing Barner for exercising poor professional judgment. As an educator in the Commonwealth of Kentucky, Barner has a duty to ensure that proper procedures are followed even when dealing with a difficult student.

By August 1, 2021, Barner shall provide written proof to the Board that she has completed two (2) separate professional development courses on classroom management, as

approved by the Board. Barner shall pay any expense incurred. If Barner fails to satisfy this condition, Certificate Number 201158495 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 201158495, shall be subject to the following conditions for a period of five (5) years:

1. Barner shall not receive any disciplinary action from any school district in which she is employed. If Barner fails to satisfy this condition, Certificate Number 201158495 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.

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

Vote: *Unanimous*

2003685 Kelly Middleton

Accept Agreed Order stating Middleton has provided written proof to the Board that he has completed three hours of training at the Kentucky Association of School Superintendent’s Annual Conference. Therefore, this case shall be dismissed.

Middleton 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*

1905537 Sherri Dickerson

Accept Agreed Order admonishing Dickerson for exercising poor professional judgment. As an educator in the

Commonwealth of Kentucky, Dickerson has a duty to take reasonable measures to protect the health, safety and emotional well-being of all students.

By October 1, 2020, Dickerson shall provide written proof to the Board that she has completed a professional development course on classroom management, as approved by the Board. Dickerson shall pay any expense incurred. If Dickerson fails to satisfy this condition, Certificate Number 200002959 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.

By October 1, 2020, Dickerson shall provide written proof to the Board, from a licensed/certified psychiatrist or mental health professional, as approved by the Board, that she has complied with a comprehensive evaluation and is fit to return to the classroom, presents as capable of performing her duties as an education, is not a danger to herself or others, and is compliant with all treatment recommendations. Any expense incurred for said evaluation and follow-up shall be paid for by Dickerson. 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 200002959, shall be subject to the following conditions for a period of three (3) years:

1. Dickerson shall not receive any disciplinary action related to physical contact from any school district in which she is employed. If Dickerson fails to satisfy this condition, Certificate Number 200002959 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.

Dickerson 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*

2002377 Christopher McWilliams Accept Agreed Order admonishing McWilliams 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 McWilliams.

Certificate Number 201201859 is retroactively suspended from February 1, 2020, to May 31, 2020, a period of four months.

On or before August 31, 2021, McWilliams shall provide written proof to the Board that he has taken three hours of professional development/training on the subject of proper student/teacher boundaries. Any expense for said professional development/training shall be paid for by McWilliams. Failure to provide said proof on or before August 31, 2021 will result in Certificate Number 201201859 being administratively suspended until such time as McWilliams provides the written proof.

On or before August 31, 2021, McWilliams 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 McWilliams. Failure to provide said proof on or before August 31, 2021 will result in Certificate Number 201201859 being administratively suspended until such time as McWilliams provides the written proof.

From the date the Board approves this Order, Certificate Number 201201859 shall be under a 3 year probationary period and subject to the following condition:

McWilliams shall not receive any disciplinary action related to proper student/teacher boundaries from any school district in which he is employed. If McWilliams fails to satisfy this condition, Certificate Number 201201859 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.

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

Vote: *Unanimous (Mr. Trosper recused)*

1506377 Norma Henry

Accept Agreed Order stating Certificate Number 000042929 is suspended from May 1, 2020 to July 31, 2020, a period of three months.

On or before August 1, 2021, Henry shall submit written proof to the Board that she has completed three hours of training/professional development on the topic of the proper use of school technology as approved by the Board. Any cost for said training shall be paid for by Henry. Failure to provide the written proof on or before August 1, 2021 will result in Certificate Number 000042929 remaining administratively suspended until such time as Henry provides the written proof.

On or before August 1, 2021, Henry shall submit written proof to the Board that she has completed six hours of training/professional development on the topic of educator ethics as approved by the Board. Any cost for said training shall be paid for by Henry. Failure to provide the written proof on or before August 1, 2021 will result in Certificate Number 000042929 remaining administratively suspended until such time as Henry provides the written proof.

Vote: *Unanimous*

18081089 Mary Zwahlen

Accept Agreed Order stating Zwahlen is retired and has no plans to return to the classroom. If Zwahlen 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 and is physically and mentally fit to return to the classroom, presents as capable of performing her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. Zwahlen shall pay any expense incurred. If Zwahlen fails to satisfy this condition prior to accepting a certified position in Kentucky, Certificate Number 200004920 shall be administratively suspended until such condition is satisfied.

Zwahlen 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*

180183 Chelsea Powell

Accept Agreed Order stating Certificate 201151778 is hereby suspended for a period of 45 days. Powell shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period.

Certificate 201151778 is expired. Prior to renewal or reissuance of any certification, Powell shall provide proof that she has completed a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board, that she has complied with the assessment process, and that she has successfully completed any and all treatment recommendations. Any costs associated shall be paid for by Powell. Failure to provide such proof prior to application for renewal or reissuance shall result in any applications for such made by Powell being automatically denied.

Certificate 201151778 is expired. Prior to renewal or reissuance of any certification, Powell shall provide written proof to the Board that she has taken a course of professional development/training on the topic of educator ethics as approved by the Board. Any expense for this professional development/training shall be paid for by Powell. Failure to provide such proof prior to application for renewal or

reissuance shall result in any applications for such made by Powell being automatically denied.

Should Powell reapply for certification renewal or reissuance, any such certificates granted to her shall be under a two (2) year probationary period and subject to the following conditions:

During the first year of the probationary period, Powell shall be subject to random drug testing, to be administered by a provider approved by the Board, and shall receive no drug test that is positive for any illegal substance or that is in excess of therapeutic levels generally accepted in the medical community. Powell shall pay any expense incurred.

For the two (2) year probationary period, Powell 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 Powell 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 any the above probationary conditions will result in Certificate 201151778 being automatically suspended pending Board review and disposition.

Powell 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*

18081113 Christy Kelly

Accept 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*

Recommended Order

Case Name

140297 David Johnson

Decision

Accept the hearing officer’s Findings of Fact, Conclusions

of Law and Recommended Order that the EPSB refuse to reissue or renew an administrative certificate to Respondent at any time in the future.

Vote: *Unanimous*

1806881 Cherish Rednour

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 200102822 is permanently revoked. Respondent shall neither apply for, nor be issued, a teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

17081327 Marguerite Kinne

Accept the hearing officer's Findings of Fact, Conclusions of Law and Recommended Order that the Respondent, Marguerite Kinne, is admonished for repeatedly using inappropriate physical actions resulting in students being harmed. An educator must remain aware of the line between appropriate and inappropriate physical intervention when interacting with a student. The Board reminds Respondent that she has a duty to protect the health and safety of students and to set a positive example for her students.

Certificate Number 201184989 is expired. Prior to renewal or being granted any new certifications, Respondent shall submit written proof to the Board she has taken a course of training/professional development on the subject of educator ethics. Any expense for this training shall be paid by Respondent. If Respondent does not provide the proof prior to applying for renewal or any new certifications, any application made by Respondent shall be denied until Respondent provides the proof.

Prior to renewal or being granted any new certifications, Respondent shall submit written proof to the Board she has taken a course of training/professional development on the subject of classroom management. Any expense for this training shall be paid by Respondent. If Respondent does not provide the proof prior to applying for renewal or any new certifications, any application made by Respondent shall be denied until Respondent provides the proof.

Upon renewal or receipt of any new certifications, Respondent shall be under a five year probation period and

subject to the following condition:

Respondent shall not receive any disciplinary action from any school district in which she is employed. If Respondent fails to satisfy this condition, any certificates possessed by her shall be administratively suspended pending Board review and disposition.

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

Vote: *Unanimous*

1908769 Courtney Wilson

Accept the hearing officer’s Findings of Fact, Conclusions of Law and Recommended Order that Certificate Number 000060642 is suspended for two years from the date of this order.

Prior to reinstatement of Certificate Number 000060642, Respondent, Courtney Wilson (Wilson) shall complete the following reinstatement conditions:

a. Respondent, Wilson shall provide written proof to the Board that she has completed twelve (12) hours of professional development training in the areas of professionalism and/or educator ethics, as approved by the Board. Respondent shall pay any expense incurred. Certificate Number 000060642 shall not be reinstated until such condition is satisfied.

b. Respondent Wilson shall provide written proof to the Board that she has been assessed by a state certified mental health counselor, as approved by the Board, and is competent to fulfill her duties as an educator. Respondent shall provide proof that she has complied with any treatment recommendations proposed by the mental health counselor. Respondent shall pay any expense incurred. Certificate Number 000060642 shall not be reinstated until such condition is satisfied.

Upon reinstatement, Certificate Number 000060642 and any new endorsements or new areas of certification shall be subject to the following probationary condition for a period of five (5) years:

a. Respondent Wilson shall not receive any disciplinary action from any school district she is employed. “Disciplinary action” is defined as any termination, suspension, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. If Respondent fails to satisfy this condition, Certificate Number 000060642 shall be administratively suspended pending Board review and disposition.

Vote: *Unanimous*

1608507 Emily Jones

Modify the hearing officer’s Findings of Fact and Conclusions of Law to align with the evidence in the record. Accept the Recommended Order that Respondent’s certificate shall be permanently revoked and she shall not apply for, nor be issued, any teaching, administrative, or emergency certificate during her lifetime.

Vote: *Unanimous*

Motion made by Mr. Scrivner seconded by Ms. Green, to adjourn the meeting.

Vote: Unanimous

Meeting adjourned at 4:20 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 Lawrence 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 Lawrence County Board of Education Conference Room in Louisa. The room is equipped with distance learning capabilities (large interactive screen with state-of-the-art camera system and high-speed internet accessibility) to allow for interaction with college professors and principal candidates. The room has video conferencing capabilities for virtual participation. The conference room at the Lawrence County Board of Education is organized to accommodate up to 15-20 people normally; however, following COVID social distancing guidelines, 7-8 individuals can be safely accommodated. The Lawrence County Schools will provide examples of daily practice and access to school and district improvement plans.

Opportunities will also be provided for candidates to observe principal practitioners, serve on leadership committees, shadow district level administrators and participate in other leadership experiences as appropriate. Candidates will have the same access as main campus candidates to the journals and books through the library collection at the Campbellsville University main campus library online database.

The School Principal P-12 preparation program consists of thirty graduate hours with 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 would 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 Lawrence County Board of Education as reported by Dr. Donna Hedgepath, the Provost at Campbellsville University.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Malinda Massey

Staff Recommendation:

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

Rationale:

University of Kentucky (UK) German foreign language student Malinda Massey is student teaching during the Spring 2021 semester. There are few certified German teachers in the state of Kentucky and few, if any, districts offering German at the elementary school level. Therefore, UK has been unable to locate an elementary German placement. However, efforts have been made to assure that the candidate receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve UK's alternative student teaching placement request for Malinda Massey?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: UK German foreign language student Malinda Massey is student teaching during the Spring 2021 semester. There are few certified German teachers in Kentucky, and UK has been unable to locate an elementary German placement for Ms. Massey. UK has located a high school placement and requests that Ms. Massey complete her seventy-day student teaching assignment in the high school setting. The program will provide some time at the elementary level for Ms. Massey to observe Spanish and Chinese teachers.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

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

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Jessamyn Rising

Staff Recommendation:

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

Rationale:

University of Kentucky (UK) Latin foreign language student Jessamyn Rising is student teaching during the Spring 2021 semester. There are few certified Latin teachers in the state of Kentucky and few, if any, districts offering Latin at the elementary school level. Therefore, UK has been unable to locate an elementary Latin placement. However, efforts have been made to assure that the candidate receives exposure to foreign language in an elementary setting.

Action Question:

Should the EPSB approve UK's alternative student teaching placement request for Jessamyn Rising?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: UK Latin foreign language student Jessamyn Rising is student teaching during the Spring 2021 semester. There are few certified Latin teachers in Kentucky, and UK has been unable to locate an elementary Latin placement for Ms. Rising. UK has located a high school placement and requests that Ms. Rising complete her seventy-day student teaching assignment in the high school setting. The program will provide some time at the elementary level for Ms. Rising to observe Spanish and Chinese teachers.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

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

Contact Person:

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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. These districts are an addition to the list that the EPSB approved at the October 12th meeting. All districts have met the requirements of 16 KAR 2:030.

Budget Impact: There is no budgetary impact.

Contact Person:

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Emergency Non-Certified Districts Applying for 2020-2021

Livingston County Schools

Mercer County Schools

Nelson County Schools

Emergency Non-Certified Districts Renewing for 2020-2021

Woodford County Schools

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Association for Advancing Quality in Educator Preparation (AAQEP)

Rationale:

The proposed amendment to 16 KAR 5:010, Standards for Accreditation of Educator Preparation Providers and Approval of Programs, would allow educator preparation providers to pursue accreditation from national associations for the accreditation of educator preparation approved by the Education Professional Standards Board (EPSB). The regulation will be before the EPSB for second reading and potential action. This presentation from AAQEP will provide the EPSB with information on a national association for the accreditation of educator preparation.

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: KRS 161.028(1)(b) requires the EPSB to set the standards, approve and evaluate educator preparation programs. 16 KAR 5:010 establishes the standards for accreditation of an educator preparation provider and the approval of a program to prepare an educator. The EPSB is currently reviewing potential amendments to 16 KAR 5:010 that would allow an educator preparation provider to pursue accreditation from national associations for the accreditation of educator preparation that have been approved by the EPSB. At this time, the Council for the Accreditation of Educator Preparation (CAEP) is the only national association for the accreditation of educator preparation approved by the EPSB.

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

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

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

Rationale:

The proposed amendment incorporates recommendations from the Kentucky Association of Colleges of Teacher Education (KACTE) and the feedback of the Education Professional Standards Board (EPSB) regarding admission criteria for initial undergraduate and graduate educator preparation programs.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 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 initial undergraduate teacher 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 Education (CASE). Current scores established in regulation for this basic skills assessment are Reading 156, Writing 162, and Math 150. The admission criteria for initial graduate teacher 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 as well as successful completion of either the CASE with the same cut scores as the undergraduate initial program requirement or the Graduate Record Exam (GRE) with cut scores of 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: At the October 12th EPSB meeting, KACTE presented the following recommendations to the EPSB for discussion:

1. Permit applicants to demonstrate core academic knowledge/competencies through individual ACT scores (Reading – 20, Writing – 18, and Math – 22) or Praxis CORE/CASE scores (Reading – 156, Writing – 162, and Math – 150);

2. Allow a grade point average of 3.0 or better to substitute for the assessment area of either the ACT or CASE assessment that falls within one (1) to five (5) points below the identified minimum score for each assessment; and,
3. The standards test requirement for Initial Graduate teacher candidates should be removed because the applicants have earned a bachelor's degree from a regionally accreditation college or university and meet all other minimum requirements outlined in the regulation.

Based upon these recommendations and the EPSB's discussion, the amendment to 16 KAR 5:020 is being proposed to provide flexibility for the admission assessment relating to demonstration of general knowledge in mathematics, reading and writing achievement. The proposed amendment provides flexibility by:

1. Adding the identified ACT scores as an admission assessment option;
2. Allowing a cumulative grade point average of 3.0 or better to substitute for a CASE assessment that falls within one (1) to five (5) points below the identified minimum score for each assessment area; and
3. Removing the testing requirement for initial graduate educator preparation programs, with the exception of Option 7 programs which in accordance with KRS 161.048(8) must require an admission assessment.

A copy of the proposed amended regulation is included for EPSB review.

Budget Impact: There is no budgetary impact.

Contact Person:

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

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

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

6 STATUTORY AUTHORITY: KRS 161.028, 161.030

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

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

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

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

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

1 ed, in accordance with the following:

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

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

8 (b) Successful completion of **one of** the following [pre-professional skills] assessments of
9 basic knowledge; ~~[administered by the Educational Testing Service with the corresponding min-~~
10 ~~imum score]~~:

11 **1. The ACT with corresponding minimum scores:**

12 **a. Reading-20;**

13 **b. Writing- 18; and**

14 **c. Math-22; or**

15 **2. The pre-professional skills assessments of basic knowledge administered by the Edu-**
16 **ational Testing Service with the corresponding minimum scores:**

17 **a.[1-]** "Praxis Core Academic Skills for Educators (CASE): Reading (5713)" – 156;

18 **b.[2-]** "Praxis Core Academic Skills for Educators (CASE): Writing (5723)" – 162; and

19 **c.[3-]** "Praxis Core Academic Skills for Educators (CASE): Mathematics (5733)" -150.

20 **(c) If an applicant has a minimum cumulative grade point average of 3.0 on a 4.0 scale,**
21 **the educator preparation provider may admit the applicant to an approved undergraduate**
22 **initial certification education preparation program if the applicant is within five points of**
23 **one or more of the corresponding minimum scores on the pre-professional skills assess-**

1 **ments listed in paragraph (b)2. of this subsection.**

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

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

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

8 (b) **Admission to an Option 7 program established in accordance with KRS 161.048(8)**
9 **shall also require successful completion of one of the following:**

10 1. ~~The~~ ~~[Successful completion of the]~~ pre-professional skills assessments in subsection (2)(b)**2.**
11 of this section; or

12 2. ~~The~~ ~~[Successful completion of the]~~ Graduate Record Exam (GRE) administered by the Ed-
13 ucation Testing Service with the following corresponding **minimum** scores on the corresponding
14 sections:

15 a. Verbal reasoning – 150;

16 b. Quantitative Reasoning - 143; and

17 c. Analytical Writing - 4.0.

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

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

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

- 1 (b)1. A cumulative grade point average of 2.75 on a 4.0 scale; or
2 2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit complet-
3 ed, including undergraduate and graduate coursework; and

4 (c)1. Completion of requirements for the administrative certificate as established in 16 KAR
5 Chapter 3; or

6 2. Completion of requirements for the certificate as established in 16 KAR 2:060, 16 KAR
7 2:070, and 16 KAR 2:090.

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

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

- 11 1. Critical thinking;
12 2. Communication;
13 3. Creativity; and
14 4. Collaboration;

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

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

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

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

23 Section 2. Selection and Admission to an Approved Educator Preparation Program for Occu-

1 pation-Based Career and Technical Education. (1) Admission to an approved program of prepa-
2 ration for occupation-based career and technical education that results in certification pursuant to
3 16 KAR 2:020 shall require:

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

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

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

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

12 (c) The assessment provisions established in 16 KAR 6:020; and

13 (d) An offer of employment from a state or local technology center, or a school district.

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

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

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

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

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

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

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

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

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

- 13 (a) EPSB Person Identifier;
- 14 (b) Student School Identification number;
- 15 (c) Social Security number;
- 16 (d) Full name;
- 17 (e) Birth date;
- 18 (f) Reported ethnicity;
- 19 (g) Reported gender;
- 20 (h) Email address;
- 21 (i) Present home mailing address;
- 22 (j) Permanent home mailing address;
- 23 (k) Phone number;

- 1 (l) Admission date;
- 2 (m) Total number of credit hours prior to admission to the provider's educator preparation
3 program;
- 4 (n) Total number of credit hours in educator preparation courses completed prior to admission
5 to the provider's educator preparation program;
- 6 (o) Grade point average at admission;
- 7 (p) Current program enrollment status;
- 8 (q) Program completion date;
- 9 (r) Grade point average at program completion;
- 10 (s) Academic major at program completion; and
- 11 (t) Academic minor or minors at program completion, if applicable.
- 12 (2) The report shall be submitted in the following manner:
- 13 (a) The provider shall electronically submit all data identified in subsection (1) to the EPSB;
14 and
- 15 (b) By September 15 of each year, each institution shall provide written confirmation by elec-
16 tronic mail to the EPSB that all required information has been entered.
- 17 (3) The preparation program shall exit any candidate who has not been enrolled in at least one
18 (1) course required for program completion within the last twelve (12) months.
- 19 (4) Failure to submit the annual report in accordance with this section may result in action
20 against the program's accreditation status.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

16 KAR 5:010, Standards for accreditation of Educator Preparation Providers and approval of programs, Amendment

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendments to 16 KAR 5:010.

Rationale:

The proposed amendment identifies the accreditation and program approval requirements for current and prospective Educator Preparation Providers (EPPs) in Kentucky. 16 KAR 5:010 was last revised in 2011, and the proposed amendment reflects current national and state standards and recommended policy and procedural changes.

Action Question:

Should the EPSB approve the amendments to 16 KAR 5:010?

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, 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 accretitor 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 accretitor in 2013 and the EPSB has adopted the standards of the national accretitor 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 would no longer 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 24 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.

Budget Impact: If the EPSB recognizes multiple national accreditors for which Kentucky has to pay annual dues or fees, it could add 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 KDE staff, met several times to discuss the statutory requirements and possible revisions to the regulatory requirements relating to 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 gradu-**
18 **ate level and designed to develop additional specialized professional skills or credentials for**
19 **P-12 educators who have already completed an initial certification program.**

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

1 the 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 Specialized
20 Professional 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 college, school or department of education that is seeking a first-
4 time 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 ponents~~[which include the program standards]~~ enumerated in KRS 161.028(1)(b), and that~~[which]~~
17 are ~~[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 EPPs offering ini-
20 tial teacher certification programs.

21 (b) The 2016 CAEP Standards for Advanced Programs shall be the accreditation stand-
22 ards for EPPs offering advanced educator preparation programs.

23 [1. Standard 1 – Candidate Knowledge, Skills, and Dispositions. Candidates preparing to work

1 in schools as teachers or other professional school personnel know and demonstrate the content,
2 pedagogical, and professional knowledge, skills, and dispositions necessary to help all students
3 learn. Assessments indicate that candidates meet professional, state, and institutional standards.

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

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

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

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

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

23 —(3) NCATE accreditation shall not be a condition of offering an educator certification pro-

1 ~~gram or a program leading to a rank change.]~~

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

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

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

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

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

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

18 Section 3. Developmental Process for New Educator Preparation **Institutions**~~[Programs]. (1)~~

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

1 **(1) or more educator preparation programs. The developmental process is required wheth-**
2 **er an institution intends to seek national or state accreditation.**

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

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

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

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

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

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

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

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

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

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

22 **4. An organizational chart of the institution that depicts the educator preparation**
23 **unit and indicates the unit's relationship to other administrative units within the college**

1 or university;

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

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

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

11 8. Program review documentation identified in Section 18 and

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

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

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

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

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

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

- 1 **1. Concerns identified and reported to the educator preparation unit for resolution; or**
- 2 **2. Recommendation to proceed to Stage Two.**

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

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

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

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

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

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

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

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

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

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

23 **(g)[(f)] The Accreditation Audit Committee** shall review the materials gathered during Stages

1 One and Two and make one (1) of the following recommendations to the EPSB with regards to
2 temporary authorization:

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

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

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

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

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

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

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

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

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

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

2 1. May schedule additional technical visits; and

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

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

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

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

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

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

16 **(2) A national accreditor seeking EPSB approval shall apply to the EPSB and submit**
17 **documentation of the following:**

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

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

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

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

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

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

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

10 (h) Letter(s) of support and interest from a Kentucky EPP.

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

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

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

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

1 scheduled on-site visit, the EPP shall submit programs for review in accordance with the
2 program review section of this administrative regulation.

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

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

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

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

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

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

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

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

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

1 (7) The CAP will be reviewed by the Accreditation Audit Committee for recommenda-
2 tion to the EPSB for state accreditation, state accreditation with conditions, state accredita-
3 tion with probation, or denial.

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

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

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

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

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

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

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

1 ~~—(2) The accreditation and program approval schedule shall be directed to the official designat-~~
2 ~~ed by the institution as the head of the educator preparation unit with a copy to the president. The~~
3 ~~head of the educator preparation unit shall disseminate the information to administrative units~~
4 ~~within the institution, including the appropriate college, school, department, and office.~~

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

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

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

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

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

15 ~~—1. Faculty and students in each approved program;~~

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

18 ~~—3. Major program developments in each NCATE standard.~~

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

23 ~~—2. An institution seeking state only accreditation shall complete the Annual State Only Insti-~~

1 tutional Data Report online at <http://www.kyepsb.net/teacherprep/index.asp> and submit it elec-
2 tronically to the division contact through the EPSB Web site.

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

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

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

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

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

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

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

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

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

22 Section 7. Continuous Assessment Review Committee. (1) The EPSB shall appoint and train
23 a Continuous Assessment Review Committee to be comprised of P-12 and postsecondary faculty

1 who have special expertise in the field of assessment.

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

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

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

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

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

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

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

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

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

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

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

1 program;

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

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

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

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

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

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

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

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

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

1 al standards; and

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

3 sessed.

4 —(e) Precondition Number 5. The unit regularly monitors and evaluates its operations, the

5 quality of its offerings, the performance of candidates, and the effectiveness of its graduates. Re-

6 quired documentation shall include a description of the unit's assessment and data collection sys-

7 tems that support unit responses to Standards 1 and 2 established in Section 2(2)(b)1 and 2 of

8 this administrative regulation.

9 —(f) Precondition Number 6. The unit has published criteria for admission to and exit from all

10 initial teacher preparation and advanced programs and can provide summary reports of candidate

11 performance at exit. Required documentation shall include:

12 —1. A photocopy of published documentation (e.g., from a catalog, student teaching handbook,

13 application form, or Web page) listing the basic requirements for entry to, retention in, and com-

14 pletion of professional education programs offered by the institution, including any nontradition-

15 al, alternative or off campus programs; and

16 —2. A brief summary of candidate performance on assessments conducted for admission into

17 programs and exit from them. This summary shall include:

18 —a. The portion of Title II documentation related to candidate admission and completion that

19 was prepared for the state; and

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

21 —(g) Precondition Number 7. The unit's programs are approved by the appropriate state agency

22 or agencies and the unit's summary pass rate meets or exceeds the required state pass rate of

23 eighty (80) percent. Required documentation shall include:

1 —1. The most recent approval letters from the EPSB and CPE, including or appended by a list
2 of approved programs. If any program is not approved, the unit shall provide a statement that it is
3 not currently accepting new applicants into the nonapproved program or programs. For programs
4 that are approved with qualifications or are pending approval, the unit shall describe how it will
5 bring the program or programs into compliance; and

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

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

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

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

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

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

- 13 —(1) The unit's conceptual framework for the preparation of school personnel which includes:
 - 14 —(a) The mission of the institution and unit;
 - 15 —(b) The unit's philosophy, purposes, professional commitments, and dispositions;
 - 16 —(c) Knowledge bases, including theories, research, the wisdom of practice, and education pol-
17 icies;
 - 18 —(d) Performance expectations for candidates, aligning the expectations with professional,
19 state, and institutional standards; and
 - 20 —(e) The system by which candidate performance is regularly assessed;
- 21 —(2) The unit's continuous assessment plan that provides:
 - 22 —(a) An overview of how the unit will implement continuous assessment to assure support and
23 integration of the unit's conceptual framework;

1 —(b) Each candidate’s mastery of content prior to exit from the program, incorporating the as-
2 sessment of the appropriate performance standards;

3 —(c) Assessment of the program that includes specific procedures used to provide feedback and
4 make recommendations to the program and unit; and

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

6 —(3) Program experiences including the relationship among the program's courses and experi-
7 ences, content standards of the relevant national specialty program associations (e.g., National
8 Council of Teachers of Mathematics, National Council for the Social Studies, The Council for
9 Exceptional Children, North American Association for Environmental Education, etc.), student
10 academic expectations as established in 703 KAR 4:060, and relevant state performance stand-
11 ards established in 16 KAR 1:010 or incorporated by reference into this administrative regulation
12 including:

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

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

15 —(c) National Association of School Psychologists, Standards for School Psychology Training
16 Programs, Field Placement Programs, Credentialing Standards; and

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

18 —(4)(a) Identification of how the program integrates the unit's continuous assessment to assure
19 each candidate's mastery, prior to exit from the program, of content of the academic discipline,
20 and state performance standards as established in 16 KAR 1:010; and

21 —(b) Identification of how the program utilizes performance assessment to assure that each
22 candidate's professional growth is consistent with the Kentucky Teacher Standards as established
23 in 16 KAR 1:010;

1 ~~—(5) A list of faculty responsible for and involved with the conduct of the specific program,~~
2 ~~along with the highest degree of each, responsibilities for the program, and status of employment~~
3 ~~within the unit and the university; and~~

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

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

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

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

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

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

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

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

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

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

1 ~~—(f) 1. The EPSB shall appoint a Master’s Redesign Review Committee to conduct reviews of~~
2 ~~redesigned master’s programs and planned fifth-year programs for Rank II submitted for approv-~~
3 ~~al after May 31, 2008.~~

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

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

12 ~~—i. Approval;~~

13 ~~—ii. Approval with conditions; or~~

14 ~~—iii. Denial of approval.~~

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

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

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

23 ~~—1. The unit’s plan to collaborate with school districts to design courses, professional develop-~~

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

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

21 Section 7[13]. Accreditation Reviewers[Board of Examiners]. (1) Accreditation Review-
22 ers[A Board of Examiners] shall be comprised of[:

23 —(a) Be [recruited and appointed by the EPSB. The board shall be comprised of an equal num-

1 ~~ber of] representatives from three (3) constituent groups:]~~

2 ~~(a)[1.] Teacher educators;~~

3 ~~(b)[2.] P-12 teachers and administrators; and~~

4 ~~(c)[3.] State and local policymaker groups.]; and~~

5 ~~(b) Include at least thirty six (36) members representing the following constituencies:~~

6 ~~—1. Kentucky Education Association, at least ten (10) members;~~

7 ~~—2. Kentucky Association of Colleges of Teacher Education, at least ten (10) members; and~~

8 ~~—3. At least ten (10) members nominated by as many of the following groups as may wish to~~
9 ~~submit a nomination:~~

10 ~~—a. Kentucky Association of School Administrators;~~

11 ~~—b. Persons holding positions in occupational education;~~

12 ~~—c. Kentucky Branch National Congress of Parents and Teachers;~~

13 ~~—d. Kentucky School Boards Association;~~

14 ~~—e. Kentucky Association of School Councils;~~

15 ~~—f. Kentucky Board of Education;~~

16 ~~—g. Kentucky affiliation of a national specialty program association;~~

17 ~~—h. Prichard Committee for Academic Excellence;~~

18 ~~—i. Partnership for Kentucky Schools; and~~

19 ~~—j. Subject area specialists in the Kentucky Department of Education.~~

20 ~~—(2) An appointment shall be for a period of four (4) years. A member may serve an additional~~
21 ~~term if renominated and reappointed in the manner prescribed for membership. A vacancy shall~~
22 ~~be filled by the EPSB as it occurs.~~

23 ~~—(3) A member of the Board of Examiners and a staff member of the EPSB responsible for ed-~~

1 ueator preparation and approval of an educator preparation program shall be trained by NCATE
2 or trained in an NCATE approved state program.]

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

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

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

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

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

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

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

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

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

1 and files shall include:

2 (1) ~~The faculty handbook;~~

3 ~~—(2) Agenda, list of participants, and products of a meeting, workshop, or training session re-~~
4 ~~lated to a curriculum and governance group impacting professional education;~~

5 ~~—(3) Faculty vitae or resumes;~~

6 ~~—(4) A random sample of graduates' transcripts;~~

7 ~~—(5) Conceptual framework documents;~~

8 ~~—(6) A curriculum program, rejoinder, or specialty group response that was submitted as a part~~
9 ~~of the program review process;~~

10 ~~—(7) Course syllabi;~~

11 ~~—(8) Policies, criteria, and student records related to admission and retention;~~

12 ~~—(9) Samples of students' portfolios and other performance assessments;~~

13 ~~—(10) Record of performance assessments of candidate progress and summary of results includ-~~
14 ~~ing a program change based on continuous assessment;~~

15 ~~—(11) Student evaluations, including student teaching and internship performance; and~~

16 ~~—(12) Data on performance of graduates, including results of state licensing examinations and~~
17 ~~job placement rates.]~~

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

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

1 (2) The educator preparation institution shall reimburse a state team member for travel, lodg-
2 ing, and meals in accordance with 200 KAR 2:006. [~~A team member representing NCATE shall~~
3 ~~be reimbursed by the educator preparation institution.~~]

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

10 (4)(a) An off-campus site **that**[~~which~~] offers a self-standing program shall require a team re-
11 view. If additional team time is required for visiting an off-campus site, the team chair, the insti-
12 tution, and the EPSB shall negotiate special arrangements.

13 (b) Off-campus programs shall be:

- 14 1. Considered as part of the unit and the unit shall be accredited, not the off-campus pro-
15 grams; and
- 16 2. Approved in accordance with Section **23**[~~28~~] of this administrative regulation.

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

- 21 (a) Met;
- 22 (b) Met, with one (1) or more defined areas for improvement; or
- 23 (c) Not met.

1 (6)(a) The Accreditation Reviewers[Board of Examiners] shall review each program and cite
2 the areas for improvement for each, if applicable.

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

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

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

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

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

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

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

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

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

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

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

23 ~~—(c) A revision shall be consolidated by the Board of Examiners chair who shall send the next~~

1 ~~draft to the unit head to review for factual accuracy.~~

2 ~~—(d) The unit head shall submit written notification to the EPSB confirming receipt of the draft.~~

3 ~~—(e) The unit head shall submit to the EPSB and Board of Examiners chair within ten (10)~~

4 ~~working days either:~~

5 ~~—1. A written correction to the factual information contained in the report; or~~

6 ~~—2. Written notification that the unit head has reviewed the draft and found no factual errors.~~

7 ~~—(f) The Board of Examiners chair shall submit the final report to the EPSB and a copy to each~~

8 ~~member of the Board of Examiners.~~

9 ~~—(g) The final report shall be printed by the EPSB and sent to the institution and to the Board of~~

10 ~~Examiners members within thirty (30) to sixty (60) working days of the conclusion of the on-site~~

11 ~~visit.~~

12 ~~—(2) For a joint state/NCATE visit, the evaluation report shall be prepared and distributed as~~

13 ~~required by this subsection.~~

14 ~~—(a) The NCATE chair shall be responsible for the preparation, editing and corrections to the~~

15 ~~NCATE report.~~

16 ~~—(b) The state chair shall be responsible for the preparation, editing and corrections of the state~~

17 ~~report in the same manner established in subsection (1) of this section for a state-only visit.~~

18 ~~—(c) The EPSB Board of Examiners report for state/NCATE continuing accreditation visits~~

19 ~~shall be prepared in accordance with the format prescribed by NCATE for State/NCATE ac-~~

20 ~~creditation visits and available on its Web site at <http://www.ncate.org/boe/boeResources.asp>.~~

21 ~~—Section 18. Institutional Response to the Evaluation Report. (1)(a) The institution shall~~

22 ~~acknowledge receipt of the evaluation report within thirty (30) working days of receipt of the re-~~

23 ~~port.~~

1 —(b) If desired, the institution shall submit within thirty (30) working days of receipt of the re-
2 port a written rejoinder to the report which may be supplemented by materials pertinent to a con-
3 clusion found in the evaluation report.

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

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

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

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

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

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

20 (a) One (1) lay member;

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

23 (c) Four (4) **EPP**[~~teacher education~~] representatives, two (s) from a state-supported institution

1 and two (2) from an independent educator preparation institution, appointed from nominees pro-
2 vided by the Kentucky Association of Colleges for Teacher Education; and

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

5 (2) The **chair**[~~chairperson~~] of the EPSB shall designate a member of the Accreditation Audit
6 Committee to serve as its **chair**[~~chairperson~~].

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

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

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

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

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

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

23 1. Accreditation;

- 1 2. Provisional accreditation **with conditions**;
- 2 3. **Provisional Accreditation with probation**~~[Denial of accreditation]~~; or
- 3 4. **Denial**~~[Revocation]~~ of accreditation.

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

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

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

- 13 ~~—(a) Approval;~~
- 14 ~~—(b) Approval with conditions; or~~
- 15 ~~—(c) Denial of approval.]~~

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

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

1 Section 11~~[20]~~. Official State Accreditation Action by the EPSB~~[Education Professional~~
2 ~~Standards Board]~~. (1) A recommendation from the Accreditation Audit Committee shall be pre-
3 sented to the full EPSB.

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

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

10 (a) Accreditation.

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

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

18 (b) Provisional accreditation with conditions.

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

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

8 a. Accredit; [or]

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

10 **c. Deny accreditation.**

11 ~~[b. Revoke accreditation.]~~

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

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

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

21 **(a) Accredit; or**

22 **(b) Deny accreditation.**

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

1 **following the semester of the first accreditation visit.**

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

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

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

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

10 (a) Accreditation.

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

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

18 (b) Accreditation with conditions.

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

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

- 8 a. Continue accreditation; ~~[or]~~
- 9 **b. Continue accreditation with probation; or**
- 10 **c.**~~[b.]~~ Revoke accreditation.

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

14 (c) Accreditation with probation.

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

1 shall address all NCATE standards in effect at the time of the probationary review at the two (2)
2 year point.] Following the on-site review, the EPSB shall decide to:

- 3 a. Continue accreditation; or
- 4 b. Revoke accreditation.

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

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

- 13 1. No longer meets **requirements of**[preconditions to] accreditation, such as loss of state
14 **program** approval, national accreditation for educator preparation, or regional accreditation;
- 15 2. Misrepresents its accreditation status to the public;
- 16 3. Falsely reports data or plagiarized information submitted for accreditation **and program**
17 **review** purposes; or
- 18 4. Fails to submit annual reports or other documents required for accreditation **and program**
19 **review**.

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

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

1 1. A **candidate**[~~student~~] recommended for certification or advancement in rank within the
2 twelve (12) months immediately following the denial or revocation of state accreditation and
3 who applies to the EPSB within the fifteen (15) months immediately following the denial or rev-
4 ocation of state accreditation shall receive the certificate or advancement in rank; and

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

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

13 Section **12**[~~24~~]. Revocation for Cause. (1) If an area of concern or an allegation of misconduct
14 arises [~~in~~]between accreditation visits, staff shall bring a complaint to the EPSB for initial re-
15 view.

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

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

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

1 (4)(a) The Accreditation Audit Committee shall review any evidence supporting the allega-
2 tions and any information provided by the **EPP**[institution].

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

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

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

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

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

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

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

1 view Committee, and the Reading Committee.

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

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

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

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

10 ~~—1. Approval; or~~

11 ~~—2. Denial of approval; or~~

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

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

21 ~~—(a) Approval;~~

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

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

1 —(6) If the EPSB denies approval of a program, the institution shall notify each student current-
2 ly admitted to that program of the EPSB action. The notice shall include the following infor-
3 mation:

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

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

11 Section **13**[23]. Public Disclosure. (1) After **an accreditation and**[a unit or] program approv-
12 al decision becomes final, the EPSB shall prepare official notice of the action. The disclosure no-
13 tice shall include the essential information provided in the official letter to the institution, includ-
14 ing the decision on accreditation, program approval, standards not met, program areas for im-
15 provement, and dates of official action.

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

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

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

1 shall appeal on the grounds that:

2 (a) A prescribed standard was disregarded;

3 (b) A state procedure was not followed; or

4 (c) Evidence of compliance in place at the time of the review and favorable to the institution
5 was not considered.

6 (2) An ad hoc appeals board of no fewer than three (3) members shall be appointed by the
7 EPSB chair from members of the **Accreditation Reviewers**~~[Board of Examiners]~~ who have not
8 had involvement with the team visit or a conflict of interest regarding the institution. The ad hoc
9 committee shall recommend action on the appeal to the EPSB.

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

11 ~~[Section 25. Approval of Alternative Route to Certification Programs. (1) Alternative route~~
12 ~~programs authorized under KRS 161.028(1)(s) or (t) shall adhere to the educator preparation unit~~
13 ~~accreditation and program approval processes established in this administrative regulation and in~~
14 ~~the EPSB policy and procedure entitled "Approval of Alternative Route to Certification Program~~
15 ~~Offered Under KRS 161.028" as a condition of offering an educator certification program or~~
16 ~~program leading to a rank change.~~

17 ~~—(2) The EPSB shall consider a waiver upon request of the institution offering the alternative~~
18 ~~route program. The request shall be submitted in writing no later than thirty (30) days prior to the~~
19 ~~next regularly scheduled EPSB meeting. In granting the waiver, the board shall consider the pro-~~
20 ~~visions of this administrative regulation and any information presented that supports a determina-~~
21 ~~tion of undue restriction.]~~

22 **Section 15. Interim Reports.** (1) Each **state accredited** EPP shall report to the EPSB in the
23 third year following its previous accreditation visit to provide data about:

- 1 1. **Progress made in addressing areas for improvement identified by its last accreditation**
2 **evaluation** [Report revisions in the approved programs];
- 3 2. **Changes in the institution's regional accreditation status**[Faculty and candidates in each
4 approved program]; and
- 5 3. **Continuous improvement efforts relating to the accreditation standards**[Major pro-
6 gram developments].

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

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

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

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

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

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

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

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

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

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

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

- 1 (2) Contact information for the person responsible for the **EPP**[~~educator preparation unit~~];
- 2 (3) [~~Type or types of accreditation the unit holds;~~
- 3 ~~—(4) Current state accreditation status of the educator preparation unit;~~
- 4 ~~—(5)] Year of last state accreditation visit and year of next scheduled visit;~~
- 5 **(4)**[~~(6)] Table of the **EPP**'s[~~unit's~~] approved certification program or programs;~~
- 6 **(5)**[~~(7)] Tables relating the **EPP**'s[~~unit's~~] total enrollment disaggregated by ethnicity and gen-~~
- 7 der for the last three (3) years;
- 8 **(6)**[~~(8)] Tables relating the **EPP**'s[~~unit's~~] faculty disaggregated by the number of full-time~~
- 9 equivalentents (FTE), ethnicity, and gender for the last three (3) years;
- 10 **(7)**[~~(9)] Table of the number of program completers (teachers and **other school profession-**~~
- 11 **als**[~~administrators~~]) for the last three (3) years;
- 12 **(8)**[~~(10)] Table relating pass rates on the required assessments;~~
- 13 **(9)**[~~(11)] Table relating pass rates for the Kentucky Teacher Internship Program **(if applica-**~~
- 14 **ble)**;
- 15 **(10)**[~~(12)] Table relating pass rates for the Kentucky Principal Internship Program (if applica-~~
- 16 ble);
- 17 **(11)**[~~(13)] Table indicating student teacher satisfaction with the preparation program;~~
- 18 **(12)**[~~(14)] Table relating teacher intern satisfaction with the preparation program; and~~
- 19 **(13)**[~~(15)] Table relating new teacher (under three (3) years) and supervisor satisfaction with~~
- 20 the preparation program.

21 **Section 18. Program Review Components for Developmental Process. (1) In order to op-**

22 **erate a program leading to certification or rank change, the EPP shall have its program re-**

23 **view documents reviewed by the EPSB for each separate program of educator preparation**

1 **for which the EPP is seeking approval.**

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

4 **(a) An overview that includes:**

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

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

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

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

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

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

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

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

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

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

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

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

1 (b) Program admission criteria;

2 (c) Program coursework;

3 (d) Program exit requirements;

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

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

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

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

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

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

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

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

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

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

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

1 **2. Program admission criteria;**

2 **3. Program coursework;**

3 **4. Program exit requirements; and**

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

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

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

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

12 1. **Approval; or**

13 2. **Denial.**

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

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

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

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

22 3. **Description of the program's continuous improvement plan based on the program**
23 **analysis.**

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

3 **(a) The review shall be conducted under the criteria and procedures established in the**
4 **EPSB “Emergency Review of Certification Programs Procedure” policy incorporated by**
5 **reference.**

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

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

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

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

- 13 1. **Approval;**
- 14 2. **Approval with conditions; or**
- 15 3. **Denial of approval for the program.**

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

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

23 **(a) A candidate who does not meet the criteria established in subparagraph 1. of**

1 this paragraph shall transfer to an EPSB approved program to receive the cer-
2 tificate or advancement in rank.

3 Section 21. Content Review Committee. (1)(a) EPSB staff shall identify and train a con-
4 tent review committee in each of the certificate areas to provide content area expertise to
5 EPSB staff and the Program Review Committee.

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

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

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

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

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

18 Section 22. Program Review Committee. (1) The EPSB shall appoint and EPSB staff
19 shall train a Program Review Committee representative of the constituent groups to the
20 EPSB.

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

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

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

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

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

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

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

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

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

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

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

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

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

21 (6) EPSB staff shall discuss a recommendation for termination with the EPP. The EPP
22 may submit a written response that shall be presented with the Program Review Commit-
23 tee comments and program review documents to the full EPSB.

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

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

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

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

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

16 Section ~~24~~[29]. Incorporation by Reference. (1) The following material is incorporated by
17 reference:

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

20 ~~**(b) “The 2016 CAEP Standards for Advanced Programs shall be the accreditation**~~
21 ~~**standards”;**~~

22 ~~[(a) “Professional Standards for the Accreditation of Teacher Preparation Institutions”, 2008~~
23 ~~Edition, National Council for Accreditation of Teacher Education;~~

1 —(b) "~~Education Professional Standards Board Accreditation of Preparation Programs Procedure~~", August 2002;

2
3 —(c) "~~Education Professional Standards Board Approval of Alternative Route to Certification Program Offered under KRS 161.028~~", August 2002;]

4
5 **(c)**~~(d)~~ "Education Professional Standards Board Emergency Review of Certification Programs Procedure", **2020**.~~[September 2003;~~

6
7 —(e) "~~Kentucky's Safety Educator Standards for Preparation and Certification~~", May 2004;

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

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

13 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
14 at the **Kentucky Department of Education, 300 Sower Boulevard, 5th Floor**,~~[Education Professional Standards Board, 100 Airport Road, 3rd Floor,]~~ Frankfort, Kentucky 40601, Monday
15 through Friday, 8 a.m. to 4:30 p.m.
16

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Kentucky Valley Educational Cooperative (KVEC): Continuing Education Option, Plan II Proposal

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the KVEC 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 KVEC'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 KVEC?

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 KVEC 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. KVEC'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. KVEC'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, KVEC 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 KVEC. KVEC 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:

16 KAR 5:040. Request to Allow Substitute Teaching Experience to Qualify as Student Teaching Experience for the Spring 2021 Term

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should conditionally waive 16 KAR 5:040, Section 5 (6) & (7) to allow experience that a student teacher acquires as an emergency certified substitute teacher to meet the requirements of student teaching during the Spring 2021 semester.

Rationale:

As a result of the pandemic, many student teachers are unable to obtain experience in the classroom and many districts are unable to secure substitute teachers. The proposed waiver would help to meet the needs of both districts and student teachers during the pandemic.

Action Question:

Should the EPSB conditionally waive 16 KAR 5:040, Section 5 (6) & (7) to allow experience that a student teacher acquires as an emergency certified substitute teacher to meet the requirements of student teaching during the Spring 2021 semester?

Applicable Statute or Regulation:

KRS 161.010, KRS 161.028, KRS 161.042, KRS 161.102, 16 KAR 1:020, 16 KAR 5:040

History/Background:

Existing Policy: KRS 161.010(6) defines student teacher and KRS 161.042 further sets out the role of the student teacher but tasks the EPSB with promulgating administrative regulations on the specifics of the utilization of student teachers and the requirements for the supervising teacher, school and school district. Through 16 KAR 5:040, the EPSB has set forth the requirements for admission, placement and supervision in student teaching. Specifically, Section 5 of the regulation establishes the requirements of the seventy (70) day student teaching placement consistent with the certification program that the student teacher is pursuing. This section also contains the following limitations on the student teaching experience:

- (6) A student teacher shall not have responsibility for the supervision or instruction of P-12 students without the direct supervision of a certified educator.
- (7) A student teacher shall not receive direct compensation for student teaching.

KRS 161.102 establishes an emergency substitute certificate that “shall enable the applicant to apply for substitute teaching in any subject area for any grade level in any local school district.” Through 16 KAR 2:120 Section (2)(7)(b), the EPSB has established the following requirements for issuance of an emergency substitute certification:

1. Have completed a minimum of sixty-four (64) semester hours of credit from a regionally accredited institution; and

2.a. Have a cumulative minimum grade point average of 2.5 on a 4.0 scale; or b. Have a minimum grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework.

Summary: In the midst of the current pandemic, many districts are finding it difficult to secure substitute teachers. In the past, districts have utilized retired educators and individuals retired from other professions to serve as substitute teachers. Due to health concerns, many of these individuals are not comfortable serving as substitutes at this time. Additionally, the requirements of the COVID-19 instructional setting are prohibiting many student teachers from obtaining experience in the classroom.

Status as a student teacher does not confer a certification on the student teacher. Therefore, the student teacher does not have the ability to perform services or supervise students outside of the direct supervision of the certified teacher. If a student teacher has completed sixty-four (64) semester hours of credit and has a minimum GPA of 2.5, the student teacher may qualify for issuance of an emergency substitute certification, which would allow them to serve as a substitute teacher within a district. However, 16 KAR 5:040 does not allow substitute teaching experience performed by the student teacher to be counted as student teaching experience. Experience as a substitute teacher would result in the student teacher receiving payment and supervising students outside of the direct supervision of the certified teacher which is prohibited by 16 KAR 5:040, Section 5(6) & (7). Per KRS 161.028(1)(r) the EPSB has the ability to waive regulatory requirements.

Therefore, staff is recommending that the EPSB conditionally waive 16 KAR 5:040, Section 5 (6) & (7) to allow experience that a student teacher acquires as an emergency certified substitute teacher to meet the requirements of student teaching during the Spring 2021 semester. The Kentucky Senate Majority has also submitted a letter encouraging the EPSB “to implement policies that authorize applying substitute teaching experience toward fulfilling teacher certification educational requirements, at least during the 2020-2021 academic school year.”

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Request to Continue Approval of Conditional Admittance to Educator Preparation Programs for Spring 2021

Recommendation:

The Education Professional Standards Board (EPSB) should continue approval of conditional admittance to educator preparation programs for the Spring 2021 term for applicants who are unable to take the admission assessments.

Rationale:

Due to the COVID-19 health crisis, program candidates continue to experience difficulties accessing the assessments required for admission to an educator preparation program. The proposed continuance of the conditional admittance policy would allow educator preparation providers (EPPs) to admit those applicants on a conditional basis for the Spring 2021 term. Applicants would be required to complete the requisite assessments prior to continuation in the program beyond the Spring 2021 term.

Action Question:

Should the EPSB continue the approval of the conditional admittance policy for applicants who are unable to take the admission assessments?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 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(2)(b) sets the Praxis Core Academic Skills for Educators (CASE) as the assessment for admission to an approved undergraduate initial certification educator preparation program. Passage of the CASE or the Graduate Record Exam is required for admission to an approved graduate level initial certification educator preparation program. At the April 13, 2020 meeting, the EPSB conditionally waived the admission assessment requirements to allow educator preparation programs to admit candidates for the Fall 2020 term who met all other admission requirements.

Summary: The Kentucky Association of Colleges of Teacher Education (KACTE) has requested that the EPSB continue approval of conditional admittance to educator preparation programs for the Spring 2021 term. In the request, KACTE notes that due to the on-going pandemic, candidates continue to experience difficulties accessing the assessments required for admission to an educator preparation program. These difficulties include accessing and scheduling the assessments required for admission as candidates are experiencing inequitable access to the technology required for the at-home testing service. Additionally, remote learning has resulted in candidates having difficulty accessing a variety of student support services to aid in passing the exam.

A continuation of the conditional admittance would allow EPPs to admit candidates for the Spring 2021 term who meet all requirements for admission to an educator preparation program except for successful completion of the requisite assessments. Conditional admittance shall be the decision of the admitting EPP and shall be valid until the completion of the Spring 2021 term. The candidate would have to successfully complete the admissions assessments prior to continuation beyond the Spring 2021 term. A revised guidance document on conditional admittance is included for EPSB review.

Budget Impact: There is no budgetary impact.

Contact Person:

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**Guidelines for Conditional Admittance
Educator Preparation Programs**

**Approved April 13, 2020
Amended December 14, 2020**

Eligibility:

To be eligible for conditional admittance to an educator preparation program, applicants must meet all requirements for admission to the program except for successful completion of the requisite assessments.

Applicability:

Conditional admittance shall be the decision of the admitting Educator Preparation Provider (EPP) and shall be valid until the completion of the Spring 2021 term. Applicants must complete the requisite assessments to continue beyond the Spring 2021 term.

Admission/Exit Entry:

During the conditional admit period EPPs will continue to enter fully or conditionally admitted candidates into the admission/exit system. The EPP will need to send the Educator Preparation Branch a spreadsheet with the list of names of conditional admitted candidates so that staff can override the “pending assessment” error in the system. At the end of the Spring 2021 term, staff will check the system for successful admission scores before a candidate may remain “admitted”. If a candidate does not have passing admission assessment scores they will be “unadmitted” from the admission/exit system.

The admission/exit system requires candidates to be fully admitted to a program for assignment as a student teacher. Admission to student teaching is outlined in 16 KAR 5:040, Section 2.

Contact Person:

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

Name Kentucky Association for Colleges of Teacher Education (KACTE)

SS or EPSB ID Number N/A

Date of Request December 8, 2020

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

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

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

KACTE would like to request an extension of the conditional admission policy that the board passed in April of 2020.

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

Candidates have continued to experience the impact of COVID- 19 issues related to testing. These difficulties include accessing and scheduling assessments required for admission. Candidates are experiencing inequitable access to the technology required for the at-home testing requirement. Due to remote learning, students have experienced difficulty accessing a variety of student support services to aid in passing the exam. Therefore, we are requesting this extension through April 30, 2021.

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

EPPs have provided candidates with academic support to aid in meeting the requirements for the exam. Due to the remote nature of learning, candidates have not had access to in person support for test preparation.

**Send all materials for waiver requests to the following address:
KDE OELE, Director, 300 Sower Blvd., 5th Floor, Frankfort, KY 40601**

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Request to Waive Student Teaching Days Due to District Closures

Action Question:

Should the Education Professional Standards Board (EPSB) approve the waiver of student teaching days due to district closings?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 5 provides that each educator preparation provider (EPP) shall provide a full professional semester to include a period of student teaching for a minimum of seventy (70) full days, or its equivalent, in instructional settings that correspond to the grade levels and content areas of the student teacher's certification program.

Summary: District closures due to COVID-19 have made it impossible for many student teachers to complete seventy (70) full days of student teaching before the close of the Fall 2020 higher education academic semester. District closures are out of the control of the student teachers and EPPs; however, both have made good faith efforts to complete as many days as possible during the semester. The following EPPs have submitted waiver requests and a letter of support from their administration: Alice Lloyd College, Asbury University, Campbellsville University, Eastern Kentucky University, Georgetown College, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University and University of the Cumberlands.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

Should the Education Professional Standards Board (EPSB) approve the waiver of field experience clock hours due to district closings?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 2 provides that prior to admission to student teaching, each teacher candidate must complete a minimum of 200 clock hours of field experiences in a variety of settings.

Summary: District closures due to COVID-19 have made it impossible for some teacher candidates to complete the required 200 field hours before the close of the Fall 2020 higher education academic semester. District closures are out of the control of the teacher candidates and educator preparation providers; however, both have made good faith efforts to complete as many hours as possible during the Fall 2020 semester. The following educator preparation programs have submitted waiver requests and a letter of support from their administration: Alice Lloyd College, Asbury University, Berea College, Eastern Kentucky University, Georgetown College, Kentucky State University, Kentucky Wesleyan College, Murray State University, Northern Kentucky University, Transylvania University, Union College, University of the Cumberlands and University of Kentucky. If granted, the waiver would allow the requested students to student teach during the Fall 2020 semester.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Scott 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: Scott County Schools has been unsuccessful in obtaining qualified applicants to fill a middle school teacher position that works with exceptional children with Learning Behavior Disorders (LBD). An applicant for the position has worked as an instructional assistant within public schools and has also served as an assistant coach, which builds relationships with students in the community. The district would like to hire this applicant to fill this full-time position for the 2020-2021 school year, but his GPA does not meet the 2.5 minimum cumulative GPA. The applicant has already completed some additional coursework, is currently taking courses and plans to raise his GPA to pursue admission to an Option 6 alternative certification program. The district is requesting a waiver of the required GPA to allow the applicant to fill the vacant middle school LBD position for the 2020-2021 school year.

Budget Impact: There is no budgetary impact.

Contact Person:

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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 special education position at Hopkinsville High School. An applicant for the position is new to the district and has been doing an outstanding job. He has been building positive relationships within the school and community and has earned respect from students and their families. The district would like to hire this applicant to fill this full-time position for the 2020-2021 school year, but his GPA does not meet the 2.5 minimum cumulative GPA. The applicant is enrolled at a university and is scheduled to begin courses in January to raise his GPA to qualify for admission to the Option 6 alternative certification program. The district is requesting a waiver of the required GPA to allow the applicant to fill the vacant special education position for the 2020-2021 school year.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 1 Alternative Route to Certification Application, Hannah Wemitt

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

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

Summary: Jefferson County Public Schools has submitted the CA-265 application and portfolio for Hannah Wemitt. The district is requesting that the EPSB approve her application for certification in **Theatre, All Grades**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement and has a major in the academic area. Jefferson County Public Schools offered the applicant a job teaching Theatre, All Grades. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 1 Alternative Route to Certification Application, Kamarr Wilmington-Richee

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

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

Summary: Christian County Public Schools has submitted the CA-265 application and portfolio for Kamarr Wilmington-Richee. The district is requesting that the EPSB approve his application for certification in **Biology, Grades 8-12**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement and has a major in the academic area. Christian County Public Schools offered the applicant a job teaching Biology, Grades 8-12. The EPSB will need to determine if the applicant's limited work experience constitutes exceptional work experience.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 1 Alternative Route to Certification Application, Jessica Wimsatt

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

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

Summary: Daviess County Public Schools has submitted the CA-265 application and portfolio for Jessica Wimsatt. The district is requesting that the EPSB approve her application for certification in the area of **Secondary English, Grades 8-12**. The application and portfolio will be included under separate cover.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director
Crystal Hord, Branch Manager
Melinda Penny, Consultant

The applicant meets the minimum GPA requirement and has a passing score on the academic content assessment. Daviess County Public Schools offered the applicant a job teaching Secondary English Language Arts. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

Contact Person:

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