

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**

This meeting will be held via video teleconference. Members of the public may watch the meeting in the State Board room on the 5th Floor at 300 Sower Blvd., Frankfort, KY 40601. The public may also view the meeting on the [Kentucky Department of Education's Media Portal](#).

Monday, August 16, 2021

EPSB Waiver Committee

8:30 AM ET

EPSB Special Meeting Agenda

9:00 AM ET

Call to Order

Roll Call

Approval of Consent Items

- A. Approval of June 21, 2021, EPSB Meeting Minutes
- B. Board Approval for Teacher Coach Online Courses (Ms. Chelsea Young)

Report of the Commissioner

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

Report of the Chair

- A. Appointment to Accreditation and Audit Committee
- B. Other Updates

Information Item

- A. 16 KAR 1:030. Procedures for Educator Certificate Surrender, Revocation, Suspension, Reinstatement, and Reissuance, and for Application Denial, Amendment (Ms. Young)

- B. Procedures Relating to Board Action on an Educator's Certification, Amendment (Ms. Young)

Action Items

- A. 16 KAR 2:040. Interdisciplinary Early Childhood Education, Birth to Primary, Amendment (Ms. Trueblood)
- B. 16 KAR 2:050. Certificates for Teachers of Exceptional Children/ Communication Disorder, Amendment (Ms. Trueblood)
- C. 16 KAR 4:020. Certification Requirements for Teachers of Exceptional Children, Amendment (Ms. Trueblood)
- D. Georgetown College: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Margaret Hockensmith)
- E. Kentucky State University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Hockensmith)
- F. Union College: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Hockensmith)
- G. Midway University: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Hockensmith)
- H. 16 KAR 5:040. Request to Allow Substitute Teaching Experience to Qualify as Student Teaching Experience for the 2021-2022 School Year (Dr. Byron Darnall)
- I. Request to Approve Remote Student Teaching Observations for all Educator Preparation Programs for the 2021-2022 School Year (Ms. Cathy Jackson)

Waivers

- A. 16 KAR 5:040. Alternative Student Teaching Placement Request for Max Elam (Ms. Jackson)
- B. 16 KAR 5:040. Alternative Student Teaching Placement Request for Paige Glass (Ms. Jackson)
- C. 16 KAR 3:090. Request to Waive Admission and Certification Requirements for Principal Certification for Michelle Klein (Ms. Hockensmith)
- D. 16 KAR 5:020. Request to Waive Required GPA for Admission to Master of Arts in Education Program for Learning and Behavior Disorders (Ms. Hockensmith)
- E. 16 KAR 5:020. Request to Waive Five Year Test Recency Requirement for Ashley Alghatas (Ms. Hockensmith)
- F. 16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Terrell Horton (Ms. Hockensmith)

- G. 16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Christina McCloud (Ms. Hockensmith)
- H. 16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Larry Jones (Ms. Hockensmith)
- I. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Montgomery County Schools (Ms. Crystal Hord)
- J. 16 KAR 4:060. Request to Waive Renewal Requirements for Katie Jenkins (Ms. Hord)
- K. 16 KAR 8:010. Request to Allow Coursework in Education and Social Change to Count for Rank I and Rank II for Jennifer Zimmerman (Ms. Hord)

Alternative Route to Certification Applications

- A. Heidi Abraham, Music, All Grades (Ms. Hord)
- B. Stuart Blood, Chemistry, Grades 8-12 (Ms. Hord)
- C. Gretchen Burton, Business Education, Grades 8-12 (Ms. Hord)
- D. Ginger Moser, American Sign Language, All Grades (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:

October 11, 2021
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the June 21, 2021, 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 9:08 a.m. ET. In an effort to prevent the spread of the novel Corona Virus (COVID-19) this meeting was conducted by video teleconference. Chair Rudzinski read the mission statement to the EPSB and audience.

Roll Call

The following Board members were present during the June 21, 2021, EPSB meeting: Cathy Gunn, Donna Hedgepath, Traci Hunt, Jacqueline Mayfield, Sherry Powers, Lisa Rudzinski, Carmen Souder, Beth Spradlin, Wade Stanfield, Julian Vasquez-Heilig and Sarah Weedman.

CPE: Absent

Cabinet: John Lyons

Approval of Consent Items

Approval of April 26, 2021, EPSB Meeting Minutes

University of Kentucky Program Approval: Orientation and Mobility Specialist

2021-115

Motion made by Dr. Sherry Powers, seconded by Ms. Traci Hunt, to approve the consent agenda items.

Vote: *Unanimous*

Report of the Executive Secretary

Commissioner Jason Glass shared that the Kentucky Department of Education (KDE) is transitioning back into the office, but that the department is allowing employees the flexibility to telecommute as their schedule allows

KDE is working on the dispersal of the American Rescue Plan Funds and the large infusion of federal dollars that was Covid relief funds from Washington. Districts are working on plans presently and how they will expend those funds and how they want to spend those monies by July 31st. He reported there is also two hundred million dollars that is state set aside, and some initial allocations have been made with those funds. KDE is looking at how to offer support at a statewide level that will positively impact every school district in the state. Most of those funds will be dispersed to districts and KDE is planning on reserving fifty million dollars for an RFP process.

KDE has received letters of interests and emails from all sorts of entities that would like to have the opportunity to be granted some funds. KDE wants to establish some priorities that will impact and support deeper learning and allow others to be part of this funding process.

Commissioner Glass also updated the EPSB on the diversity and inclusion work that Dr. Thomas Woods Tucker, Chief Equity Officer, is coordinating. There's a great deal of efforts underway around diversity and equity in the Office of Education Licensure and Effectiveness under the umbrella of the Kentucky Academy for Equity in Teaching. The focus is on increasing the diversity of the teaching profession. Another area of focus is to support districts to make sure their curriculum materials are culturally affirming and to make sure that students see themselves in curriculum materials. KDE wants to have a full and honest discussion in our classrooms and support the history that the US has accomplished on difficult issues and the recognition that we have areas that need some progress. Also, related to the equity work is the recognition that our students come to us with diverse and varied backgrounds and as educators we have a responsibility to recognize those backgrounds and take proactive steps to support all of our students toward a positive future. KDE is excited about this work in equity and diversity.

Commissioner Glass also introduced the new Associate Commissioner of the Office of Educator Licensure and Effectiveness, Byron Darnall. Dr. Darnall has an impressive career and comes to KDE from Franklin Simpson High School where he most recently served as principal.

Report from the Council on Postsecondary Education

Written updates from the Council on Postsecondary Education were provided to the EPSB members.

Report from the Cabinet

John Lyons shared that the Cabinet is focusing on the work of education attainment and employer engagement. The biggest way that has been impacted was through one of the subcommittees which that was led by Kiley Whittaker through the Office of Career Technical Education at KDE. The subcommittee is looking to add more certificates and value more ways for schools to be able to offer pathways to students without having to wait for a full year turn around. The Cabinet wants schools to have as much flexibility as possible. He stated that they are excited to be able to support the EPSB and thanked them for the opportunity to share.

Report of the Associate Commissioner

Byron Darnall shared that it was a pleasure to be at KDE and he was humbled and honored to be part of this work. He stated that he looked forward to learning, collaborating and doing what's best for students and also the teachers who do what it takes to serve our children. Dr. Darnall stated that he looks forward to doing his very best to serve them and the EPSB.

Report of the Chair

Recognition of Former EPSB Staff

Chair Rudzinski recognized retired EPSB staff members Rob Aker and Allison and thanked them for their dedication and service to the important work of the EPSB.

Appointment to the Accreditation and Audit Committee

Dani Bradley was reappointed as the layperson representative to the Accreditation and Audit Committee. Chair Rudzinski thanked her for her willingness to serve.

Update from the Code of Ethics Review Committee

Chair Rudzinski reported that the Code of Ethics Review Committee met on June 4, 2021 to discuss the Professional Code of Ethics for Kentucky Certified School Personnel and the Model Code of Ethics for Educators (MCEE). Staff presented on the past work of the Committee, the results of a survey conducted in 2019, and what other states were doing with the MCEE. The Committee discussed several ideas on how to incorporate the MCEE into the profession, but no recommendations were finalized. The Committee plans to meet again in the Fall to go over the documents in more detail and create a plan for implementation.

Information/Discussion Items

Council for the Accreditation of Educator Preparation

CAEP President Christopher Koch presented to the EPSB on the CAEP standards and the procedures for accreditation.

Action Items

16 KAR 2:180. One (1) Year Conditional Certificate, Amendment

2021-116

Motion made by Mr. Wade Stanfield, seconded by Ms. Carmen Souder, to approve.

Vote: *Unanimous*

16 KAR 3:070. Endorsement for Individual Intellectual Assessment, Amendment

2021-117

Motion made by Ms. Beth Spradlin, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

16 KAR 4:050. Dating of Certification, Amendment

2021-118

Motion made by Ms. Carmen Souder, seconded by Dr. Donna Hedgepath, to approve.

Vote: *Unanimous*

16 KAR 2:220E. Emeritus Certificate, New Emergency Regulation

2021-119

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

Vote: *Unanimous*

16 KAR 2:230E Exception Certification, New Emergency Regulation

2021-120

Motion made by Ms. Jacqueline Mayfield, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

16 KAR 6:010. Assessment Prerequisites for Teacher Certification, Amendment

2021-121

Motion made by Ms. Beth Spradlin, seconded by Ms. Traci Hunt, to approve.

Vote: *Unanimous*

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

2021-122

Motion made by Ms. Jacqueline Mayfield, seconded by Mr. John Lyons, to approve.

Vote: *Unanimous*

Request to Waive Admission Testing Requirements for Graduate Level Initial Certification Programs

2021-123

Motion made by Mr. Wade Stanfield, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

Request to Approve Two and a Half Years of Qualified Teaching Experience to Meet the Requirements for Certification Renewal

2021-124

Motion made by Dr. Sherry Powers, seconded by Ms. Beth Spradlin, to approve.

Vote: *Unanimous*

Request to Approve Second Issuance of Emergency Certification for the 2021-2022 School Year
2021-125

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

Vote: *Unanimous*

Waivers

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

2021-126

Motion made by Ms. Cathy Gunn, seconded by Mr. Wade Stanfield, to approve. (Donna Hedgepath recused).

Vote: *Unanimous*

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

2021-127

Motion made by Mr. Wade Stanfield, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

16 KAR 5:040. Alternative Student Teaching Placement Request for Virginia Vance

2021-128

Motion made by Ms. Carmen Souder, seconded by Ms. Jacqueline Mayfield to approve.

Vote: *Unanimous*

16 KAR 3:090. Request to Waive Admissions and Certification Requirements for Principal Certification for Michelle Klein

2021-129

Motion made by Dr. Donna Hedgepath, seconded by Ms. Cathy Gunn to Defer.

Vote: *Unanimous*

16 KAR 3:090. Request to Waive Certification Requirements for Principal Certification for Nick Warren

2021-130

Motion made by Ms. Beth Spradlin, seconded by Ms. Jacqueline Mayfield to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Katrina Kennedy

2021-131

Motion made by Ms. Carmen Souder, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Stephanie Miller

2021-132

Motion made by Ms. Jacqueline Mayfield, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Kaitlyn McFarling

2021-133

Motion made by Ms. Carmen Souder, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Brenda Thomas

2021-134

Motion made by Mr. Wade Stanfield, seconded by Ms. Jacqueline Mayfield, to approve. (Donna Hedgepath recused).

Vote: *Unanimous*

16 KAR 8:010. Request to Allow Master of Business Administration for Rank I for Laura Kehrt

2021-135

Motion made by Ms. Carmen Souder, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

Alternative Route to Certification Applications

Micha Gehring, Music, All Grades

2021-136

Motion made by Dr. Donna Hedgepath, seconded by Ms. Beth Spradlin, to approve. (Julian Vasquez-Heilig recused).

Vote: *Unanimous*

Jarrett Rose, Social Studies, Grades 8-12

2021-137

Motion made by Ms. Cathy Gunn, seconded by Ms. Jacqueline Mayfield, to approve.

Vote: *Unanimous*

Vickie Watson, American Sign Language, All Grades

2021-138

Motion made by Ms. Carmen Souder, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

Motion made by Dr. Hedgepath, seconded by Ms. Mayfield, 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. Mayfield, seconded by Mr. Stanfield, to return to open session.

Vote: Unanimous

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

Cathy Gunn, Traci Hunt, John Lyons, Jacqueline Mayfield, Sherry Powers, Lisa Rudzinski, Carmen Souder, Beth Spradlin, Wade Stanfield, Sarah Weedman

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

Educator Case Review

Case Number

Decision

210147	Admonish	
2102153	Attorney Review	
2103221	Attorney Review	
2103223	Attorney Review	
2103217	Attorney Review	
2103233	Admonish & Train	
2104285	Admonish & Train	
2104287	Admonish & Train	
2102167	Defer for Training	
2103235	Admonish	(Ms. Hunt recused)
2102161	Attorney Review	
2102177	Attorney Review	
20121567	Attorney Review	
2102171	Admonish	
2102169	Dismiss	
2103207	Attorney Review	
2103209	Attorney Review	
20121587	Attorney Review	

20121597	Attorney Review
210123	Attorney Review
2102175	Attorney Review
2102173	Attorney Review
2103227	Defer for Training
21017	Dismiss
21015	Admonish & Train
210111	Admonish & Train
2103229	Defer for Training
2102151	Defer for Training
2103231	Attorney Review
210155	Dismiss
210169	Dismiss
2102129	Dismiss
2102127	Dismiss
2102131	Defer for Training
210175	Defer for Training
2102125	Dismiss
20121579	Dismiss
2103225	Admonish & Train
2102157	Defer for Training
2102155	Attorney Review
2103239	Attorney Review
21011	Dismiss
2103211	Admonish & Train
2102149	Dismiss
2103213	Defer for Training
2102145	Admonish & Train
2102147	Dismiss
2102133	Defer for Training
2102143	Defer for Training
2102135	Defer for Training
2104291	Attorney Review
2001129	Refer to Hearing
2004901	Refer to Hearing
20061075	Refer to Hearing
20101485	No Further Action
2003675	Defer
20061067	Defer
2001287	Defer
2004883	Defer
20061153	Defer
2004947	Dismiss
20071327	Defer
20061161	Defer
20061119	Defer

2004959	Defer
20071323	Defer
20071321	Defer
20071289	Defer
2003797	Defer
20061149	Dismiss
20061097	Defer
2004921	Defer
20061093	Defer
2004903	Defer
17061186	Dismiss
19101009	Dismiss
20121593	Dismiss
20071269	Dismiss
2003717	Dismiss
2002417	Dismiss
20071253	Dismiss
20061069	Dismiss
2004919	Dismiss
20121571	Dismiss
20101481	Dismiss
200141	Dismiss
20061159	Dismiss
20061147	Dismiss
20121621	Dismiss
20121637	Dismiss
20121615	Dismiss
20121647	Dismiss

Character & Fitness Review

<u>Case Number</u>	<u>Decision</u>
21471	Approve
21596	Approve
21627	Approve
21699	Deny
21700	Approve
21777	Approve
21767	Approve
21780	Approve
21697	Approve
21792	Approve
21554	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.
21830	Approve
21923	Approve

21924	Approve
21930	Approve
21988	Approve
21998	Approve
21605	Approve
21651	Defer
21678	Deny
21725	Approve
21788	Approve
21957	Approve

Agreed Orders

Case Number

Decision

2003671 Christopher Taylor

Accept Agreed Order admonishing Taylor for sending inappropriate texts to a student and then attempting to conceal it. This is completely unacceptable and shows that Taylor knew his conduct was wrong. The Board will tolerate no further misconduct by Taylor.

From the date the Board approves this Order, Certificate Number 201196836 shall be suspended for a period of 6 months.

Prior to reinstatement, Taylor shall provide written proof to the Board that he has taken a course of training/professional development on the subject of maintaining proper student teaching boundaries as approved by the Board. Any cost for said training shall be paid for by Taylor. Failure to provide this proof on or before the suspension period ends will result in Certificate Number 201196836 remaining administratively suspended until such time as Taylor provides the proof.

Prior to reinstatement, Taylor shall provide written proof to the Board that he has taken a course of training/professional development on the subject of maintaining educator ethics as approved by the Board. Any cost for said training shall be paid for by Taylor. Failure to provide this proof on or before the suspension period ends will result in Certificate Number 201196836 remaining administratively suspended until such time as Taylor provides the proof.

Following the six-month suspension period, Certificate Number 201196836 shall be under a 3-year probationary period and subject to the following conditions:

For the entirety of the probationary period, Taylor shall not receive any disciplinary action related to improper maintaining of student teacher boundaries from any school district in which he is employed. If Taylor fails to satisfy this condition, Certificate Number 201196836 shall be administratively suspended pending Board review and disposition.

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

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

Vote: *Unanimous*

1908747 Victor Zimmerman

Accept Agreed Order stating before July 1, 2022, Zimmerman, shall provide written proof that he has completed a total of six (6) hours of training/professional development on the topics of school law and proper SBDM practices, at his own expense, as approved by the Board. If Zimmerman fails to provide written proof by July 1, 2022, Certificate No. 200236149 shall be administratively suspended until such condition is satisfied.

Upon accepting a position that requires the use of Professional Certificate For Instructional Leadership Supervisor Of Instruction, Level 2; Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2; or Professional Certificate For Instructional Leadership-- School Superintendent, Zimmerman’s administrative certificates as outlined above shall be subject to the following condition for a period of three years:

Zimmerman shall not receive any disciplinary action from any school district in which he is employed for a violation of KRS 161.120(1)(l). If Zimmerman fails to satisfy this condition, his administrative certificates, specifically Professional Certificate For Instructional Leadership Supervisor Of Instruction, Level 2; Professional Certificate For Instructional Leadership - Principal, All Grades, Level 2; or Professional Certificate For Instructional Leadership--

School Superintendent, 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.

Zimmerman 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*

210131 Leslie Bullock

Accept Agreed Order stating Bullock is not currently teaching. Upon acceptance of this agreement by the Board, Bullock shall not seek or accept any position of employment in Kentucky that requires the use of Certificate Number 201136547. Upon the natural expiration of Certificate Number 201136547, Bullock shall neither apply for, nor be issued, a teaching, administrative or emergency certificate in the Commonwealth of Kentucky at any time in the future. If Bullock violates this agreement, Certificate Number 201136547 shall be automatically permanently revoked, and/or any application for certification shall be denied.

Vote: *Unanimous*

1804673 Sarah Taylor

Accept Agreed Order retroactively suspending Certificate Number 201130213 from June 1, 2019 to August 1, 2019 and June 1, 2020 to August 1, 2020. Certificate Number 201130213 will be suspended June 1, 2021 to August 1, 2021. During this time, Taylor shall not be in a certified position.

On or before October 1, 2021, Taylor shall provide written proof to the Board that she has completed a course of training on the subject of Appropriate Student-Teacher Boundaries as approved by the Board. Any cost for said training shall be paid for by Taylor. Failure to provide the provide the written proof by October 1, 2021 will result in Certificate Number 201130213 being administratively suspended until such time as Taylor provides the written proof.

On or before October 1, 2021, Taylor shall provide written proof to the Board that she has completed a course of training on the subject of the Professional Code of Ethics for Kentucky School Certified Personnel as approved by the Board. Any cost for said training shall be paid for by Taylor. Failure to provide the provide the written proof by October 1, 2021 will result in Certificate Number 201130213 being administratively suspended until such time as Taylor provides the written proof.

Certificate Number 201130213 shall be placed under a five-year probationary period. During the probationary period, Taylor shall receive no disciplinary action related to student-teacher boundaries.

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

If Taylor violates this condition, Certificate Number 201130213 will be administratively suspended pending further Board disposition. Taylor 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*

210135 Serena Cooper

Accept Agreed Order suspending Certificate number 201228858 from July 1, 2020 to December 19, 2021. Cooper shall neither apply for, nor be issued, a teaching, emergency and/or administrative certificate in the Commonwealth of Kentucky during the suspension period.

Cooper has completed substance abuse treatment and has provided written proof to the Board.

Cooper currently has no intention of teaching in the Commonwealth or Kentucky. However, prior to accepting a certified position in the Commonwealth of Kentucky, Cooper shall submit written proof to the Board that she has completed a course on Educator Ethics. Any expense required shall be paid for by Cooper. Failure to do so will result in an administrative suspension of her certificate until such condition is satisfied.

Cooper 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*

2001301 Jeanette Duque

Accept Agreed Order suspending Certificate number 201186475 from June 1, 2020 to July 1, 2020. Duque shall neither apply for, nor be issued, a teaching, emergency and/or administrative certificate in the Commonwealth of Kentucky during the suspension period.

Duque shall submit written proof to the Board that she has completed professional development training with a focus on educator ethics, as approved by the Board. Any expense required for said training shall be paid by Duque. If Duque fails to satisfy this condition by May 1, 2022, her certificate shall be administratively suspended until she completes the required training and provides the appropriate written proof to the Board.

Duque shall submit written proof to the Board that she has completed professional development training with a focus on classroom management, as approved by the Board. Any expense required for said training shall be paid by Duque. If Duque fails to satisfy this condition by May 1, 2022, her certificate shall be administratively suspended until she completes the required training and provides the appropriate written proof to the Board.

Certificate Number 201186475 shall be on a two (2) year probationary period. The condition of the probation are as follows:

1. Duque shall not receive any disciplinary action related to inappropriate physical contact with a student from any school district in the Commonwealth of Kentucky.

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

Failure to abide by this condition shall result in an administrative suspension pending Board review and disposition.

Duque 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*

210141 David Pensol

Accept Agreed Order stating Pensol is retired with no immediate plans to return to the education profession. However, prior to returning to a certified position, Pensol shall fulfill the following conditions:

1. Pensol shall provide written proof to the Board that he has completed three (3) hours of training from a KDE approved trainer on the topic of “Certification and Hiring of School Personnel.” If Pensol fails to satisfy this condition prior to returning to certified employment, Certificate Number 000029103 shall be administratively suspended until such condition is satisfied.
2. Pensol shall provide written proof to the Board that he has completed six (6) hours of training from a KDE approved trainer on the topic of school law. If Pensol fails to satisfy this condition prior to returning to certified employment, Certificate Number 000029103 shall be administratively suspended until such condition is satisfied.

Pensol 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*

20121575 Kimberly Salyer

Accept Agreed Order stating Salyer is retired with no immediate plans to return to the education profession. However, prior to returning to a certified position, Salyer shall fulfill the following conditions:

1. Salyer shall provide written proof to the Board that she has completed three (3) hours of training on school law, covering topics including the loss of

student instructional time, reporting requirements, and FERPA. If Salyer fails to satisfy this condition prior to returning to certified employment, Certificate Number 000042581 shall be administratively suspended until such condition is satisfied.

2. Salyer shall provide written proof to the Board that she has completed three (3) hours of training from an EPSB approved trainer on “Complying with KRS 161.020, KRS 161.044, and KRS 161.180”, which addresses the appropriate role of non-certified staff in a school. If Salyer fails to satisfy this condition prior to returning to certified employment, Certificate Number 000042581 shall be administratively suspended until such condition is satisfied.

Salyer 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 (Ms. Hunt recused)*

20101485 Michael Schnurr

Accept Agreed Order suspending Certificate Number 200210788 for a period of forty-five (45) days.

By December 1, 2021, Schnurr shall provide written proof to the Board that he has completed three (3) hours of professional development or training in the area of classroom management, as approved by the Board. Schnurr shall pay any expense incurred. If Schnurr fails to satisfy this condition, Certificate Number 200210788 shall be administratively suspended until such condition is satisfied.

By December 1, 2021, Schnurr shall provide written proof to the Board that he has completed three (3) hours of professional development or training in the area of de-escalation strategies, as approved by the Board. Schnurr shall pay any expense incurred. If Schnurr fails to satisfy this condition, Certificate Number 200210788 shall be administratively suspended until such condition is satisfied.

By December 1, 2021, Schnurr shall provide written proof to the Board that he has completed three (3) hours of professional development or training in the area of educator

ethics, as approved by the Board. Schnurr shall pay any expense incurred. If Schnurr fails to satisfy this condition, Certificate Number 200210788 shall be administratively suspended until such condition is satisfied.

Further, Certificate Number 200210788, shall be subject to the following conditions for a period of two (2) years:

1. Schnurr shall not receive any disciplinary action involving inappropriate physical contact from any school district in which he is employed. If Schnurr fails to satisfy this condition, Certificate Number 200210788 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.

Schnurr 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*

210137 Brandi Moorman

Accept Agreed Order suspending Certificate Number 200234441 from May 1, 2021 to July 1, 2021. Moorman shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky during the suspension period.

Prior to July 1, 2021, Moorman shall submit written proof to the Board that she has successfully complied with a comprehensive substance abuse assessment by a licensed or certified chemical dependency counselor, as approved by the Board, and is compliant with all treatment recommendations. Moorman shall pay any expense incurred. Certificate 200234441 shall not be reinstated until such condition is fulfilled.

Upon reinstatement, Certificate Number 200234441 will be on probation for a period of four (4) years with the following conditions:

1. If Moorman's evaluating chemical dependency counselor makes any treatment recommendations, Moorman shall submit written progress reports to the Board January 1st and July 1st each year of her probation, beginning January 1, 2022, indicating she is compliant with all treatment recommendations, until such time as the counselor releases her from treatment. Moorman shall pay any expense incurred. If Moorman fails to satisfy this condition, Certificate Number 200234441 shall be administratively suspended until such condition is fulfilled.
2. Moorman shall submit to random alcohol screening tests, to be administered by a provider approved by the Board and shall receive no test that is positive for alcohol. Moorman shall pay any expense incurred. If Moorman fails to satisfy this condition, Certificate Number 200234441 shall be administratively suspended pending Board review and disposition.
3. Moorman shall receive no disciplinary action related to alcohol intoxication from any school district in which she is employed. If Moorman fails to satisfy this condition, Certificate Number 200234441 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 tribunal/ or arbitration process.

Moorman 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*

20101437 Rebecca Asher

Accept Agreed Order suspending Certificate Number 75019 from June 1, 2021 to July 30, 2021, a period of two months. Asher shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky during this time.

On or before November 1, 2021, Asher shall provide written proof that she has undergone a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Asher shall also submit written proof to the Board that she has successfully completed any and all treatment recommendations proposed by the counselor and is competent to fulfill her duties as a certified educator. Any expense for the assessment, treatment, and/or written reports shall be paid by Asher. Failure to provide said proof prior November 1, 2021 shall result in Certificate Number 75019 being administratively suspended until such time as the proof is provided.

Upon reinstatement, Certificate Number 75019 shall be subject to the following probationary conditions for a period of three years:

1. If Asher's chemical dependency counselor makes any treatment recommendations, Asher shall comply with the treatment recommendations. Asher shall submit quarterly written progress reports from her counselor to the Board until such time as the counselor releases her from treatment. Any expense for the treatment and/or written reports shall be paid by Asher. Failure to comply with this condition will result in Asher's certificate being automatically suspended until Asher is in compliance.
2. Asher shall not receive any disciplinary action related to substance or alcohol abuse from any school district in which she is employed. If Asher fails to satisfy this condition, Certificate Number 75019 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.

Asher 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 Number

100122 Nathan Phelps

Decision

Reject the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order. Remand to the Hearing Officer for an evidentiary hearing on Counts 2, 3 and 5 of the Notice of Administrative Hearing and Statement of Charges and Issues.

Vote: *Unanimous*

Motion made by Ms. Souder, seconded by Ms. Mayfield to adjourn the meeting.

Vote: Unanimous

Meeting adjourned at 2:34 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Board Approval for Teacher Coach Online Courses

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the online courses.

Rationale:

Staff has reviewed the trainings and has found that the courses will address the needs of educators referred for specific training. Having additional online courses in high demand areas such as Bullying, Communication, Classroom Management, Diversity/Equality, Ethics, Exceptional Needs, Harassment and Suicide Prevention will assist educators in completing trainings in a timely manner.

Action Question:

Should the EPSB approve the online courses as training for individuals with cases before the EPSB?

Applicable Regulation:

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

History/Background:

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

Summary: The Kentucky Education Association (KEA) in collaboration with the Teacher Coach, is requesting approval for 38 online trainings. The on-demand, self-paced courses are responsive to educators' individual needs and schedules. Each course is approximately 1-2 hours long with intermittent quizzes and checks for understanding. Enclosed under separate cover is a detailed description and outline for each course, as well as information on the course developers.

Budget Impact: There is no budgetary impact, as educators are responsible for the cost of any training they are required to complete for the EPSB.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

16 KAR 1:030. Procedures for Educator Certificate Surrender, Revocation, Suspension, Reinstatement, and Reissuance, and for Application Denial, Amendment

Rationale:

The proposed amendment is necessary to provide additional clarity and improve efficiency in the EPSB's processes relating to educator cases and appeals.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.120, KRS 161.175(2), KRS 218A.010, KRS 13B

History/Background:

Existing Policy: 16 KAR 1:030 is the regulation that governs procedures for certificate revocation, suspension, reinstatement, reissuance, and application denial. In or around 2015, staff was tasked with amending the regulation to provide clarity and improve efficiency. The regulation was largely rewritten with an effective date of March 3, 2017.

Summary: The proposed amendment to 16 KAR 1:030 includes minor changes to the formatting and order of sections. Additional sections were added to provide clarity regarding a superintendent's duty to report, requests for a private hearing and motions to reconsider. In addition, the proposed amendment removes the EPSB's former office address from the regulation and corrects the timing required to file exceptions to a recommended order to match the requirement in KRS 13B.110(4). The amended regulation is included for EPSB review.

Budget Impact: There is no budgetary impact.

Contact Person:

Chelsea Young, Deputy General Counsel
Office of Legal Services
(502) 564-4606
Email: chelsea.young@education.ky.gov

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 1:030. Procedures for educator certificate surrender, revocation, suspension, reinstatement, and reissuance, and for application denial.

6 RELATES TO: KRS Chapter 13B, 160.380, 161.010-161.100, 161.120, 218A.010~~[(6)]~~

7 STATUTORY AUTHORITY: KRS 161.028(1), 161.120(1), 161.175(2)

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 an educator's certificate. The EPSB is authorized to revoke, suspend, or refuse to issue or renew; impose probationary or supervisory conditions upon; issue a written reprimand or
11 admonishment; or any combination of those actions regarding any certificate issued to Kentucky
12 certified educators for reasons delineated in KRS 161.120(1). KRS 161.175(2) authorizes the
13 **EPSB**~~[Education Professional Standards Board]~~ to promulgate administrative regulations requiring an educator whose certificate has been suspended or revoked by the **EPSB**~~[Education
14 Professional Standards Board]~~ because the educator engaged in misconduct involving the illegal use of controlled substances to submit to drug testing. This administrative regulation identifies the conditions for initiating a disciplinary action against an educator's certificate and establishes procedures for certificate reinstatement, reissuance, and application denial.

20 Section 1. Purpose. (1) In order to support the mission of the **EPSB**~~[Education Professional
21 Standards Board]~~, the **EPSB**~~[board]~~ may take action against an educator's certificate in an ef-

1 fort:

2 (a) To ensure that an educator has an understanding of an educator's professional duties and
3 responsibilities; and

4 (b) To protect students, parents of students, school personnel, or school officials.

5 (2) The **EPSB[board]** may take action against any certificate issued under KRS 161.010 to
6 161.100 for any of the reasons set forth in KRS 161.120(1).

7 Section 2. Complaints and Reports. (1) A complaint may be made by any person, organiza-
8 tion, or entity. The complaint shall be in writing and shall be signed by the person offering the
9 complaint.~~[The complaint shall be sent to the offices of the EPSB.]~~The complaint shall **be**
10 **sent to the EPSB and** contain:

11 (a) The name, phone number, and address of the person making the complaint, and the name
12 of the educator against whom the complaint is made. If known, the person making the complaint
13 shall include the address of the school district where the educator works; and

14 (b) A clear and concise description of the issues of fact.

15 (2) A report shall be sent to the EPSB by superintendents of local school districts pursuant to
16 KRS 161.120(2)(a).

17 (a) A superintendent's duty to report shall include the reporting of criminal convictions dis-
18 covered by the district pursuant to KRS 160.380, even if the conviction occurred prior to the date
19 the educator's certification was issued.

20 (b) The superintendent~~[or the superintendent's designee]~~ shall have thirty (30) days from
21 the date **the[that]** superintendent receives notice of the criminal conviction to report that crimi-
22 nal conviction to the EPSB pursuant to KRS 161.120(2)(a).

23 **(c) Failure of the superintendent to provide the full facts and circumstances or to for-**

1 ward copies of all relevant documents and records in the superintendent's possession pur-
2 suant to 161.120(2)(b), may result in action against the superintendent's certificate pursu-
3 ant to 161.120(1)(j).

4 (d) The superintendent shall supplement the report in writing within 30 days of the su-
5 perintendent receiving the additional information or supporting documentation.

6 (3) EPSB staff shall do an initial review of all complaints and reports to determine whether
7 there is sufficient credible evidence that a violation of KRS 161.120(1) may have occurred. If the
8 report or complaint contains sufficient credible evidence that a violation of KRS 161.120(1) may
9 have occurred, EPSB staff shall open a file and assign that file a number.

10 (a) The EPSB staff shall send a copy of these complaints and reports by certified mail to the
11 educator's address on file with EPSB.

12 (b) The educator shall have the right to file a rebuttal with the EPSB within thirty (30) calen-
13 dar days from the date the educator receives the complaint or report from the EPSB unless the
14 parties agree to extend that deadline.

15 (c) EPSB staff shall add the case to the EPSB's docket and prepare the file for **EPSB[board]**
16 review by redacting all the educator's identifiers if one (1) of the following occurs:

- 17 1. The educator's rebuttal is received;
- 18 2. The notice is returned as undeliverable; or
- 19 3. The educator:
 - 20 a. Fails to file a rebuttal with the EPSB; and
 - 21 b. Has not requested to extend the thirty (30) day deadline.

22 (d) The **EPSB[board]** shall determine whether the nature and quality of the alleged violation
23 warrants deferral, dismissal, training, admonishment, further investigation, or initiation of a

1 hearing.

2 (e) In making its determination, the **EPSB[board]** shall consider if the allegation, if proven,
3 would warrant sanction by the **EPSB[board]**.

4 (f) When making a determination as to the level of sanctions warranted, the **EPSB[board]**
5 shall consider the following factors:

- 6 1. The seriousness of the alleged violation;
- 7 2. Whether the alleged violation was premeditated or intentional;
- 8 3. Whether an attempt to conceal the alleged violation was made;
- 9 4. Whether there were any prior violations;
- 10 5. Whether training is appropriate to prevent further violations;
- 11 6. Whether the sanction is necessary to deter future violations; or
- 12 7. Other relevant circumstances or facts.

13 (4)(a) If the **EPSB[board]** determines that sanctions are warranted, the **EPSB[board]** shall
14 refer the matter to hearing.

15 (b) If the **EPSB[board]** refers the matter to hearing, the **EPSB[board]** shall, by majority vote,
16 approve the issuance of a notice of hearing and the statement of charges. The statement of charg-
17 es shall include specific reasons for the **EPSB's[board's]** proposed action, including the:

- 18 1. Statutory or regulatory violation;
- 19 2. Factual basis on which the disciplinary action is based; and
- 20 3. Penalty sought.

21 (c) The parties may agree to resolve the matter informally at any time. Any agreement to re-
22 solve the matter shall be memorialized in an agreed order. To be valid, the agreement shall be
23 approved by the **EPSB[board]**. The agreed order shall be signed by the educator, the educator's

1 attorney, if any, and the EPSB[board] chair.

2 (d) The EPSB staff shall initiate the hearing process, in accordance with KRS Chapter 13B,
3 within thirty (30) days after the EPSB[board] refers the matter to hearing.

4 Section 3. (1) The hearing shall be held in accordance with KRS Chapter 13B.

5 (2) Either party may be entitled to a reasonable continuance of the hearing date for good
6 cause.

7 (3) The educator has the right to request a private in-person hearing.

8 (a) The educator shall waive the right to a private in-person hearing if the educator fails to
9 specifically make a written request for a private in-person hearing at least five (5) days prior to
10 the hearing[in-writing].

11 (b) Even if the educator elects to proceed with a private, in-person hearing, the hearing tran-
12 script for that hearing shall be subject to disclosure after the EPSB[board] issues its final or-
13 der[decision] unless exempt from disclosure by law.

14 (c) All hearings shall be conducted in the office of the EPSB[Education Professional
15 Standards Board, 100 Airport Road, Frankfort, Kentucky 40601] unless a new location is
16 agreed upon by the parties.

17 (4) The hearing officer's recommended order shall include a discussion of the factors set forth
18 in Section 2(3)(f) of this administrative regulation if recommending sanctions.

19 (5) A party may file any exceptions to the recommended order within fifteen (15) calendar
20 days from the date the recommended order is mailed~~[after receiving the recommended or-~~
21 ~~der]~~.

22 (a) This time limit shall not be extended, and responses to exceptions shall not be considered
23 by the EPSB[board].

1 (b) Any disagreement with a factual finding or conclusion of law in the recommended order
2 not contained in the exceptions shall be waived.

3 Section 4. Final Decision. (1) The EPSB may delegate to the EPSB chair the authority to
4 sign a decision made or order issued under this section on behalf of a majority of the EPSB
5 board members. [In making its final decision, the board shall consider the record including
6 the recommended order and any exceptions filed.]

7 (2) After the EPSB[board] chair certifies that a quorum is present, a majority of the voting
8 members present shall be required to make a final decision on the recommended order, agreed
9 order, or request for the issuance of an order of default judgment.

10 (3) In making a final order in accordance with KRS 13B.120, the EPSB shall consider
11 the record including the recommended order and any exceptions filed.[The board may del-
12 egate to the board chair the authority to sign a decision made or order issued under this
13 section on behalf of a majority of the board members.]

14 Section 5. Procedure for Suspension, Surrender, or Revocation of a Certificate. (1) When the
15 EPSB[board] issues a final decision [~~in accordance with KRS 13B.120~~], the EPSB staff shall
16 mail a copy of the final decision to the educator by certified mail using the address the educator
17 provided to the EPSB[board], or any other means permitted by law.

18 (2) A record of EPSB[board] action shall become part of the educator's official records
19 maintained by EPSB staff.

20 (3) Immediately following the issuance of the EPSB[board] final decision, the EPSB staff
21 shall notify the reporting parties of the action taken.

22 (4) EPSB staff shall also ensure that the suspension, surrender, or revocation is noted on
23 EPSB's Web site.

1 (5) EPSB staff shall also ensure that the information is provided to the National Association
2 of State Directors of Teacher Education and Certification (NASDTEC) for inclusion in the
3 NASDTEC Clearinghouse. The clearinghouse is a searchable database administered by
4 NASDTEC relating to educator certification and discipline.

5 Section 6. Procedure for Reinstatement of a Suspended Certificate. (1) Reinstatement of a
6 suspended certificate for reasons other than misconduct involving the illegal use of controlled
7 substance as defined in KRS 218A.010~~[(6)]~~.

8 (a) A certificate that has been suspended by the EPSB shall not be reinstated until the certifi-
9 cate holder has met all conditions and requirements ordered by the EPSB.

10 (b) If a certificate lapses during a period of suspension, the certificate holder shall apply for
11 renewal of the certificate at the end of the suspension period. The EPSB[board] shall renew the
12 certification if the certificate holder has met all educational requirements for renewal and has
13 completed all of the conditions and requirements ordered by the EPSB[board].

14 (c) The burden to initiate the process to reinstate a suspended certificate shall be on the certif-
15 icate holder.

16 1. If the suspension does not include conditions, the EPSB staff shall remove all references of
17 the suspension from the Web site at the conclusion of the suspension period.

18 2. If the suspension includes conditions, the certificate holder shall provide the EPSB proof
19 that all conditions have been met.

20 a. The EPSB shall reinstate the certificate at the conclusion of the suspension period once the
21 EPSB receives evidence from the certificate holder demonstrating that the conditions of suspen-
22 sion were met.

23 b. The EPSB shall remove from its Web site any reference to the suspension once the certifi-

1 cate holder has provided evidence that the conditions of suspension have been met.

2 (d) The record of suspension as well as reinstatement of the certification shall become part of
3 the educator's official certification records, but the record of suspension shall not be referenced
4 on any certificate subsequently issued to the certificate holder.

5 (2) Reinstatement of a suspended certificate for misconduct involving the illegal use of con-
6 trolled substance as defined in KRS 218A.010~~[(6)]~~.

7 (a) In addition to conditions for reinstatement of a suspended certificate established in subsec-
8 tion (1) of this section, the certificate holder shall provide written evidence that the certificate
9 holder has submitted to a drug test at the certificate holder's own expense administered by a drug
10 testing facility approved by the EPSB~~[board]~~ within thirty (30) days of reinstatement ~~[or sub-~~
11 ~~mission of an application for reissuance of the certificate]~~.

12 (b) The certificate holder shall arrange for the drug testing facility to send the results of the
13 drug test directly to the EPSB.

14 (c) A certificate holder subject to the terms of this subsection may petition the EPSB to ap-
15 prove a drug testing facility of the certificate holder's choice.

16 1. Petition to Approve Drug Testing Facility. The petition shall contain the following infor-
17 mation:

- 18 a. The drug testing facility's name and location;
- 19 b. The name and telephone number for the director of the facility;
- 20 c. The method of test specimen collection;
- 21 d. The drug testing facility's method of assuring identity of the test subject;
- 22 e. Procedures for testing specimens, including forensic testing methods; and
- 23 f. Chain of custody protocols.

1 2. The drug testing facility shall test at a minimum for the following named controlled sub-
2 stances:

- 3 a. Marijuana;
- 4 b. Cocaine;
- 5 c. Opiates;
- 6 d. Amphetamines;
- 7 e. Phencyclidene;
- 8 f. Morphine;
- 9 g. MDMA (Ecstasy);
- 10 h. Methadone;
- 11 i. Benzodiazepines;
- 12 j. Barbiturates; and
- 13 k. Oxycodone.

14 (d) If the results of the drug test indicate illegal drug use by the certificate holder, the certifi-
15 cate shall not be reinstated [~~or reissued~~].

16 Section 7. Procedure for Reissuance of a Certificate after Revocation. (1) If revocation was
17 for reasons other than misconduct involving the illegal use of controlled substance as defined in
18 KRS 218A.010~~[(6)]~~, the conditions established in this subsection shall apply.

19 (a) The former certificate holder shall complete the same application that all educators in
20 Kentucky shall complete to obtain certification.

21 (b) The former certificate holder shall bear the burden of proving that the certificate holder is
22 fit for practice.

23 (c) The former certificate holder shall satisfy all current educational requirements for the cer-

1 tificate sought.

2 (d) The **EPSB[Education Professional Standards Board]** may include terms and conditions
3 that the **EPSB[board]** reasonably deems appropriate as a condition of reissuance in accordance
4 with KRS 161.120(11)(b) if reissuing the certificate.

5 (2) If revocation was for misconduct involving the illegal use of controlled substance as de-
6 fined in KRS 218A.010[~~(6)~~], the former certificate holder shall:

7 (a) Comply with the requirements established in Section 6(1) of this administrative regulation
8 ~~[for reissuance of certification after revocation for all other offenses];~~ and

9 (b) Submit to drug testing as established in Section 6(2) of this administrative regulation ~~[for~~
10 ~~the suspension resulting from illegal use of controlled substances].~~

11 (3) Regardless of the reason for the revocation, the revocation shall be noted on the certificate
12 that is issued and shall remain on the EPSB Web site.

13 Section 8. Denial of Application for a Certificate. If the **EPSB[Education Professional**
14 **Standards Board]** denies an individual's application for a Kentucky certificate pursuant to this
15 administrative regulation, the applicant may file an appeal in accordance with KRS
16 161.120(5)(a)2.

17 **Section 9. Motion to Reconsider. (1) The EPSB may reconsider, modify or reverse its deci-**
18 **sion of its own volition.**

19 **(2) Under exceptional circumstances, the EPSB may reconsider, modify or reverse its deci-**
20 **sion on any disciplinary matter upon a motion by one of the parties.**

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Procedures Relating to Board Action on an Educator's Certification, Amendment

Rationale:

The proposed amendment to the Procedures Relating to Board Action on an Educator's Certification is necessary to provide further clarification regarding the EPSB's processes related to educator cases and appeals, and to streamline staff processes in an effort to improve efficiency.

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: In 1998, the EPSB began compiling policies and procedures to fill in gaps of applicable statutes and administrative regulations and to ensure consistent board action. In the years since, various amendments have been made to the EPSB's Policy and Procedures Manual. In 2007, the EPSB created procedures titled Determining Probable Cause to Take Disciplinary Action. In 2017, the EPSB approved Policy and Procedures Relating to Board Action on an Educator's Certification to set forth a comprehensive set of procedures regarding proceedings relating to certification.

Summary: The proposed amendment: (1) removes language that is already stated in the EPSB's statutes and administrative regulations; (2) adds introductory language at the beginning of each section; (3) reorders sections to more closely align with the day to day processes of staff; (4) adds clarifying sections on the superintendent's duty to report, electronic service, rebuttal extensions, the closed session review docket, administrative charges, NASDTEC reporting, the EPSB's probationary process, and motions to reconsider; (5) adds, amends and removes definitions; (6) removes references to the EPSB's Executive Director; and (7) replaces references to "board" with EPSB throughout. The amended procedures are included for EPSB review.

Budget Impact: There is no budgetary impact.

Contact Person:

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Education Professional Standards Board

PROCEDURES RELATING TO ~~BOARD-EP~~SB ACTION ON AN EDUCATOR'S CERTIFICATION

~~Section 1~~ ~~Types of~~ ~~Actions~~

AMENDED: Board Meeting Date
APPROVED: (Approved April 10, 2017)

Section 1. Purpose

~~I. In order to support the mission of the Education Professional Standards Board¹, the Board may take action against an educator's certificate in an effort to either 1) ensure that an educator has an understanding of an educator's professional duties and responsibilities; and/or 2) protect students, parents of students, school personnel, or school officials. The Board is authorized to take the actions set forth below. The Education Professional Standards Board ("EPSB") has the authority to take action upon any certificate or license issued under KRS 161.010 to KRS 161.100 for any of the reasons set forth in KRS 161.120(1). The EPSB is charged by statute with the vitally important public trust of administering a system of professional standards that will ensure that Kentucky school children receive a quality education from well-qualified professionals. The EPSB may take action against an educator's certificate in an effort to either ensure that an educator has an understanding of an educator's professional duties and responsibilities; and/or protect students, parents of students, school personnel, or school officials. 16 KAR 1:030. The EPSB may initiate any combination of the actions set forth below. KRS 161.120 and KRS 161.028.¹~~

- ~~A. **Admonishment:** an admonishment (or reprimand²) is a formal written censure issued by the EPSB pursuant to KRS 161.120(4), and is appropriate for violations of KRS 161.120(1) that are not serious in nature. An admonishment is placed in the case file of the educator. that is placed in the case file of the educator. It is considered appropriate for violations of statute or law that are not serious in nature. KRS 161.120(4).~~
- ~~B. **Reprimand:** a reprimand is a formal written censure that may be utilized once the EPSB votes to send a case to an attorney or votes to initiate the hearing process. A reprimand may only be utilized in an Agreed Order or a Final Order.~~
- ~~B.C. **Suspension:** a suspension is a process by which the ~~Board-EP~~SB temporarily deactivates an educator's certification for a specified period of time, not to exceed two years. KRS 161.120(10). At the conclusion of the specified~~

period of time, the EPSB staff is required to reactivate the educator's certificate upon a demonstration that the educator has complied with any reinstatement conditions that may be set forth in an Agreed Order or Final Order. KRS 161.120(10).

C.D. **Revocation:** a revocation is a permanent forfeiture of an educator's certification. The ~~Board~~-EPSB is required to establish the minimum period of time before an applicant can reapply for a new certificate. KRS 161.120(11). Once the period of time has expired, the ~~Board~~-EPSB may consider a former educator's re-application for certification upon demonstration by the applicant that the former educator is again fit for practice. KRS 161.120(11).

D.E. **Probationary or Supervisory Conditions:** the ~~Board~~-EPSB also has the authority to impose probationary or supervisory conditions upon an educator's certificate. KRS 161.120(1). This authority shall include the authority to require training.

E.F. **Surrender:** a surrender occurs when an educator voluntarily agrees to a permanent forfeiture of the educator's certificate. A surrender is a revocation of the certificate.

~~II. The Board may initiate any combination of the actions listed above regarding any certificate or license issued under KRS 161.010 to 161.100 for any of the reasons set forth in KRS 161.120(1).~~

¹ ~~The Board shall be used to refer to the board and the EPSB shall be used to refer to the agency.~~

² ~~For the purpose of KRS 161.120, the EPSB considers an admonition and a reprimand to be synonymous.~~

ⁱ To the extent the procedures are inconsistent with the statutory or regulatory language, the statutes and regulations control.

Education Professional Standards Board

**PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION**

Section 2

Intake and Review of Reports and Complaints

APPROVED: April 10, 2017

Section 2. Complaints and Reports

The EPSB receives reports or complaints against an educator or educators alleging a violation or violations of KRS 161.120(1) from superintendents, under KRS 161.120(2)(a), and from other sources under KRS 161.120(2)(c). Complaints may be made by any person, organization, or entity provided that they are in writing and signed by the person or representative of the organization or entity offering the complaint. An electronic signature will satisfy the requirement of a signed complaint. 16 KAR 1:030.

I. Intake. ~~The EPSB receives reports or complaints alleging conduct listed in KRS 161.120(1), KRS 161.120(2)(a) and 161.120(2)(c)~~

A. Superintendents of local school districts have a duty, pursuant to KRS 161.120(2), to file written reports with the EPSB ~~reports in writing~~ that contain the full facts and circumstances leading to the contract termination or nonrenewal, resignation, or other absence, conviction, or otherwise reported actions or conduct that might reasonably warrant action against an educator's certificate under KRS 161.120(1). Failure to submit a timely, complete report may result in action against the superintendent's certificate pursuant to KRS 161.120(1)(j).

1. When to Report:

a. A superintendent must submit a report to the EPSB within 30 days of the event giving rise to the duty to report. KRS 161.120(2)(a);

b. If additional information is obtained by the superintendent after the initial report, the superintendent shall supplement the report. KRS 161.120(2)(b);

c. A superintendent's duty to report includes reporting those convictions committed by an educator that occurred prior to the date an educator's certificate was issued. KRS 161.120(2)(b);

a.d. If the event giving rise to the duty to report relates to an educator's criminal conviction, then the superintendent must submit a report to the EPSB within 30 days after the superintendent became aware of the criminal conviction;

e. A superintendent is required to report allegations that have already been reported in the media.

2. Contents of Report:

a. The report must contain the employee's full name, most recent contact information on file for the employee including address and phone number, social security number and position title. KRS 161.120(2)(a). If the school district has a personal email address on file for the employee, the superintendent should include the email address in the report;

b. The report must contain the full facts and circumstances of the conduct. KRS 161.120(2)(b). An allegation without any supporting facts or documentation is an insufficient report that may result in action against a superintendent's certificate pursuant to KRS 161.120(1)(j);

c. The superintendent is required to forward all relevant documents and records in the superintendent's possession. This includes but is not limited to the investigative report, witness statements, disciplinary letter, security camera footage, screen shots or pictures, police reports/citations, school district policies, and interview transcripts, unless prohibited by law.

i. The superintendent shall preserve any records, including audio or video, in the district's possession related to the reported conduct. Failure to preserve the records and submit with the report may result in action against a superintendent's certificate pursuant to KRS 161.120(1)(j).

d. The duty to report exists without regard to any disciplinary action, or lack thereof, by the superintendent. KRS 161.120(2)(a).

~~A superintendent's duty to report includes reporting those convictions committed by an educator that occurred prior to the date an educator's certificate was issued. KRS 161.120(2)(b);~~

~~A superintendent must submit a report to the EPSB within 30 days of the event giving rise to the duty to report. KRS 161.120(2)(a);~~

~~If the event giving rise to the duty to report relates to an educator's criminal conviction, then the superintendent must submit a report to the EPSB within 30 days after the superintendent or designee became aware of the criminal conviction;~~

~~The duty to report exists without regard to any disciplinary action, or lack thereof, by the superintendent. KRS 161.120(2)(a);~~

~~B.—The EPSB may consider reports or complaints from any other source, including~~

but not limited to parents/guardians, educators, media postings, and other government entities such as the Attorney General's Office, Office of Education Accountability, and the Cabinet for Health and Family Services. Complaints should be sent by mail, fax or email. Anonymous complaints will not be accepted. Pursuant to KRS 161.120(2)(c), the EPSB may consider complaints or reports from any other source, but the EPSB will only accept written, signed complaints.

II. Review. The EPSB's Executive Director/Commissioner or designee and the EPSB-staff will review all reports and complaints to determine whether the report or complaint contains sufficient credible evidence that a violation of KRS 161.120(1) may have occurred.

A. If the report or the complaint contains insufficient credible evidence that conduct may have occurred that would constitute a violation of KRS 161.120(1), the EPSB-staff will gather additional information or facts through public sources. A public source includes, but is not limited to, any public agency that is subject to state or federal open records law.

B. After an attempt has been made to obtain additional information or facts from public sources, the EPSB's Executive Director and the EPSB Commissioner or designee -staff and staff will re-evaluate the report or complaint to determine if there is sufficient credible evidence to establish that a violation of KRS 161.120(1) may have occurred. If there is still insufficient credible evidence that a violation of KRS 161.120(1) has occurred, the report or complaint will be closed, no further action will be taken, but the report or complaint will be kept on file in the event additional information is received.it will be retained in the event additional information is received.

1. Reports or complaints that relate to an educator where there is insufficient credible evidence that a violation of KRS 161.120(1) occurred will be kept on file for five (5) years from the date the EPSB's Executive Director and the EPSB staff-Commissioner or designee and staff determined there is insufficient evidence that a violation occurred.

2. Reports or complaints that relate to a non-certified individual will be kept on file for one (1) year after the notification of the death of that individual per the EPSB's Records Retention Schedule.-

3. Reports or complaints kept on file are not subject to disclosure pursuant to KRS 61.878(1)(i), and (j)(h). See OAG 91-198:17-ORD-198.

III. Notice to Educator.

A. If the report or complaint contains sufficient credible evidence that a violation of KRS 161.120(1) may have occurred, the EPSB-staff will open a case file and assign that file a number.

1. If multiple reports or complaints that contain sufficient credible

evidence that a violation of KRS 161.120(1) may have occurred are received regarding an educator before any action is taken by the ~~Board~~EPSB, all of the reports and/or complaints will be consolidated into a single case file.;

2. If an additional report or complaint that contains sufficient credible evidence that a violation of KRS 161.120(1) may have occurred is received regarding an educator after the EPSB has issued a dismissal or an admonishment and the matter is otherwise closed, the report or complaint will be given a new case file number.

~~2.3. If an additional report or complaint that contains sufficient credible evidence that a violation of KRS 161.120(1) may have occurred is received regarding an educator after the EPSB has deferred the case for training, deferred the case for more information, or referred the matter for Attorney Review and Investigation, the additional report or complaint will be consolidated with the existing case file. multiple reports or complaints are received regarding an educator after the Board has issued a dismissal; a deferral for training; an admonishment (and the educator has not requested that the matter be referred to hearing); or an admonishment with training (and the educator has not requested that the matter be referred to hearing) and the matter is otherwise closed, the reports or complaints will be given a new case file number; or~~

~~3. If an additional report or complaint is received by the EPSB staff after the Board has referred the matter for Attorney Review and Investigation, the additional report or complaint will be consolidated with the existing case file.~~

~~a. When a complaint or report is consolidated with an existing case file, a copy of the complaint or report will be sent to the educator or the educator's attorney. KRS 161.120(2)(d). The educator or the educator's attorney will be given the opportunity to submit a written rebuttal within thirty (30) days from receipt of the complaint or report. If a rebuttal is submitted, it will be included in the educator's case file.~~

B. When a case file is opened, the EPSB staff shall ensure that the educator is served with a copy of the written complaint or report alleging violations of KRS 161.120(1) along with a Notification of Report or Complaint (Notification) to the educator's last known address on file with the EPSB. The Notification shall:

1. Notify the educator that the EPSB has received a report or complaint pursuant to KRS 161.120(1);
2. Provide the educator with a copy of the report or complaint;
3. Notify the educator that the educator has thirty (30) days from the date

the educator receives the Notification to provide the EPSB with a written rebuttal.

4. Notify the educator that the ~~Board~~EPSB will review the report or complaint and written rebuttal to determine whether further action is necessary.
5. Notify the educator that the report or complaint is deemed confidential and should not be disclosed by the educator for any other purpose other than for preparing a rebuttal.
6. Notify the educator that all names, addresses, and counties will be redacted in order to protect the confidentiality of the educator and witnesses.
7. Notify the educator that the educator can opt into electronic notification from the EPSB, so long as another means of service is not required by law.

IV. Rebuttal. The educator shall have the right to file a written rebuttal with the EPSB within thirty (30) days from the date the educator receives the complaint or report from the EPSB, unless the parties agree to extend the time.

C.A. To request a rebuttal extension, the educator or their attorney shall send their request in writing to the EPSB's Clerk of Court. The request may be sent by mail, fax or email.

D.B. ~~The EPSB staff~~Staff shall add the case to the EPSB's Closed Session Review Docket and prepare the case file for the ~~Board~~EPSB to review by redacting all the educator's identifiers if one (1) of the following occurs:

1. the educator's rebuttal is received;
2. the Notice is returned as undeliverable; or
3. the educator:
 - a. fails to file a rebuttal with the EPSB; and
 - b. has not requested to extend the thirty (30) day deadline.

V. Closed Session Review Docket. In advance of each of its regularly scheduled EPSB meetings, staff shall prepare the Reports and Complaints for EPSB review.

A. The EPSB will receive summaries of the Reports and Complaints as well as redacted copies of the full corresponding written rebuttals for those matters it will be reviewing at the EPSB meeting.

1. If a member of the EPSB wants to review redacted copies of actual Reports and Complaints at the EPSB meeting, the EPSB member shall be given access to the full redacted case file on the day of the EPSB meeting.

1. To the greatest extent possible, the EPSB member wishing to access the redacted case file shall make a request to staff, in advance of the EPSB meeting to give staff sufficient time to redact the case file.

B. Timeline.

1. Docket: In order to provide the EPSB with sufficient time to review all closed session materials, the Closed Session Review Docket closes 26 days prior to the scheduled EPSB meeting.

2. Addendum: In order to resolve cases in an efficient manner, and to provide the EPSB with sufficient time to review all closed session materials, the Addendum closes five days prior to the scheduled EPSB meeting at 12:00 p.m. EST.

C. Contents. This includes, but is not limited to the following:

1. Docket:

- a.** Reports and Complaints received pursuant to KRS 161.120(2), and opened pursuant to Section 2, III. and any corresponding rebuttals submitted;
- b.** Certification applications that are required to be reviewed by the EPSB pursuant to the EPSB's Procedures Relating to Character and Fitness Applications;
- c.** Agreed Orders of settlement received pursuant to KRS 161.120(8);
- d.** Recommended Orders received pursuant to KRS 13B.110, if the period to file exceptions has lapsed; and
- e.** Motions to Reconsider received pursuant to KRS 161.120(9).

2. Addendum:

- a.** Certification applications that are required to be reviewed by the EPSB pursuant to the EPSB's Procedures Relating to Character and Fitness Applications;
- b.** Agreed Orders of settlement received pursuant to KRS 161.120(8);
- c.** Recommended Orders received pursuant to KRS 13B.110, if the period to file exceptions has lapsed; and
- d.** Motions to Reconsider received pursuant to KRS 161.120(9).
- e.** Reports and Complaints received after the Docket has closed will not be included on the Addendum.

Education Professional Standards Board

**PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION**

Section 3

Board Action on Reports and

Complaints APPROVED: April 10,

2017

~~I. In advance of each of its regularly scheduled Board meetings, the Board will receive summaries of the Reports and Complaints as well as redacted copies of the full corresponding written rebuttals for those matters it will be reviewing at the Board meeting.~~

~~A. If a member of the Board wants to review redacted copies of actual Reports and/or Complaints at the Board meeting, the Board member shall be given access to the full redacted case file on the day of the Board meeting.~~

~~B. To the greatest extent possible, the Board member wishing to access the redacted case file shall make a request to the Executive Director, in advance of the Board meeting to give the EPSB staff sufficient time to redact the case file.~~

1.VI. BoardEPSB Review. At each regularly scheduled **BoardEPSB** meeting, the **BoardEPSB** will discuss the Reports and Complaints in closed session.

A. When making a determination as to how to proceed, the **BoardEPSB** shall consider the following factors:

1. the seriousness of the alleged violation;
2. whether the alleged misconduct was premeditated or intentional;
3. attempted concealment of alleged misconduct;
4. prior misconduct;
5. whether training is appropriate to prevent further violations;
6. whether the sanction is necessary to deter future violations; and
7. any other relevant circumstances or facts.

B. Permanent revocation may be warranted in some cases. Examples of some cases where permanent revocation may be warranted may include, but are not limited to, the following scenarios:

1. engaged in any sexual contact with a student or minor;
2. solicited any sexual contact with a student or minor;
3. possessed or distributed child pornography;
4. was registered as a sex offender;

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5. committed criminal homicide;
 6. transferred, sold, distributed, or conspired to possess, transfer, sell, or distribute any controlled substance, the possession of which would be at least a Class A misdemeanor under the Kentucky Revised Statutes, Chapter 218A, on school property; or
 7. received disciplinary action or had the issuance of a certificate denied or restricted by another sanctioned misconduct in another jurisdiction. The findings of fact contained in final orders from any other jurisdiction may provide the factual basis for EPSB action, if the underlying conduct for the administrative sanction action of an educator's certificate or license issued in another jurisdiction is a violation of Kentucky law.

V.VII. BoardEPSB Action. The BoardEPSB may take action upon confirmation that a quorum exists. If a quorum exists, the BoardEPSB may take one of the following actions by majority vote:

a.A. Deferral. Deferral is appropriate when more information is needed before the BoardEPSB can take action; the report or complaint will only be deferred until the next BoardEPSB meeting.

1. If, by majority vote, the BoardEPSB decides that it would like additional information before taking any further action, the BoardEPSB shall direct the EPSB staff to gather additional information from the reporting school district and/or from public sources and bring the case back before the BoardEPSB as part of the Closed Session Review Docket.
2. The EPSB staff shall either provide the additional information sought by the BoardEPSB at the next regularly scheduled BoardEPSB meeting or, if the additional information is not available by the next regularly scheduled BoardEPSB meeting, the EPSB staff shall be prepared to update the BoardEPSB as to when the EPSB staff anticipates that the additional information will be received.
3. A deferral does not constitute a final action.

B. Dismissal with Prejudice. Dismissal with Prejudice is appropriate when the merits of the case do not warrant any action by the EPSB. Dismissal with Prejudice is also appropriate after the educator has completed the training requested by the EPSB through Deferral for Training and provided written proof to the EPSB.

1. An Order of Dismissal with Prejudice constitutes final action. No further action may be taken on this complaint.
- ~~1.2.~~ Orders of Dismissal with Prejudice are filed as part of the case file. Pursuant to the EPSB's Records Retention Schedule, Educator Disciplinary Records must be retained one (1) year after notification of

the educator's death.

b.C. Dismissal without Prejudice. Dismissal without Prejudice is based on other factors including, but not limited to, ~~lack of evidence,~~ incomplete reporting, and ~~refusal by witnesses to co-operate.~~lack of cooperation by witnesses. A dismissal at this juncture does not prohibit the alleged conduct from being the subject of a new report or complaint brought back before the BoardEPSB.

1. The BoardEPSB reserves the right to review the case file at a later date should additional information be received in the future.

1.2. A Dismissal without Prejudice does not constitute final action.

3. Orders of Dismissal are filed as part of the case file. Pursuant to the EPSB's Records Retention Schedule, Educator Disciplinary Records must be retained one (1) year after notification of the educator's death.

i. An Order of Dismissal constitutes final action.

A.D. Deferral for Training. Deferral for Training is appropriate when the BoardEPSB determines that additional professional development of an educator is warranted. The BoardEPSB ~~shall~~ may require offer the educator an opportunity to complete to undergo specific training within a specific time period. If the educator completes the training within the time period, the educator shall present written proof of training to the EPSB. Upon completion of training, the educator will be required to present written proof of training to the Board. The BoardEPSB will then enter an Order of Dismissal with Prejudice if ~~satisfied that the educator has satisfied the training requirement,~~ the EPSB determines that the educator has satisfactorily completed the training requirement.

1. It is the educator's responsibility to identify and seek appropriate approval for a training. If the educator takes a training course that has been pre-approved by the EPSB, no additional approval is required. If the educator locates a training that has not been pre-approved by the EPSB, the educator should request one-time approval prior to completing the training.

ii.2. If the educator fails to either complete the training or fails to provide evidence to the BoardEPSB of completed training during the required timeframe, the EPSB staff will put the case back on the Closed Session Review Docket for possible further action by the BoardEPSB.

1.3. Deferral for Training does not constitute final action.

e.E. Admonishment. The BoardEPSB may issue a written admonishment to the educator if the BoardEPSB determines, based on the evidence, a violation has occurred, but the violation is not of a serious nature. KRS 161.120(4).

i.1. The EPSB staff shall send a copy of the written admonishment to the educator's address on file with the EPSB, unless a different method of service has been agreed to by the parties.

ii.2. Upon receipt of the written admonishment, the educator may:

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- a. Accept the written admonishment;
 - b. Accept the written admonishment, but provide a response within thirty (30) days of receipt of the admonishment and have it placed in the educator's case file along with the written admonishment; or
 - c. Not accept the written admonishment and, within thirty (30) days of receipt of the admonishment, request that the matter be referred to hearing. Upon receipt of the request for hearing, the ~~Board~~EPSB will set the admonishment aside and will refer the matter to a hearing.

~~i.~~ The educator may enter into an agreed order pursuant to KRS 161.120(8).

~~iii.~~ 3. Once the period of time for the educator to respond has ended, the EPSB shall take one of the following actions:

~~1.~~ a. If the educator accepts the admonishment, the EPSB will place the admonishment and the educator's response (if any) in the educator's case file; or

~~2.~~ b. If the educator does not accept the admonishment and requests a hearing, the EPSB staff will proceed in accordance with the procedures related to "Referral to Hearing."~~will recommend to the Board that the matter be referred for hearing.~~

~~iv.~~ 4. If the educator accepts the admonishment, the admonishment is considered final action.

~~1.~~ The EPSB staff, a hearing officer, and the Board may consider any past written admonishments when seeking, recommending, or ordering sanctions based on subsequently obtained evidence of similar improper or criminal conduct by the educator.

~~**E. Admonishment with Training.** The Board may issue a written admonishment with training if the Board determines, based on the evidence, a violation has occurred, the violation is not of a serious nature, and that the additional professional development is warranted to prevent future violations. The Board shall require the educator to undergo specific training within a specific time period. Upon completion of training, the educator will be required to present written proof of training to the Board. If the educator fails to complete the training within the specified timeframe, the Board may consider taking additional action. In all other respects, the process for imposition of an Admonishment with Training will be handled in the same manner as the Admonishment alone.~~

~~**F. Referral for Attorney Review and Investigation.** Referral for Attorney Review is appropriate when the alleged conduct, should it be substantiated, would warrant sanctions. During this phase, the assigned attorney will review and evaluate the evidence; determine if more evidence is needed; and prepare a recommendation for the BoardEPSB. as to whether the report or complaint should be referred to hearing.~~

1. After the BoardEPSB refers a report or complaint for attorney review and investigation, an attorney will be assigned to handle the report or complaint. The assigned attorney will be responsible for all aspects of the action through final disposition.

2. The EPSB shall be responsible for sending a Notification of Referral for Attorney Review and Investigation (Notice of Referral) to the educator.

3. Contents of Notice of Referral.

a. The Notice of Referral shall notify the educator that the BoardEPSB has referred the report or complaint for further review and investigation.

b. The Notice of Referral shall notify the educator of the right to provide evidence that the educator's conduct did not constitute a violation of law or ethics.

c. The Notice of Referral shall be sent to the educator's address on file with the EPSB, unless a different method of service has been agreed to by the parties.;

4. Review and Investigation.

a. The assigned attorney will review the evidence contained in the investigative case file and determine what additional evidence is needed to evaluate the case.

b. The assigned attorney will take all steps necessary to gather information or evidence necessary to evaluate case.

5. Recommendations for Resolution

a. Once the assigned attorney is satisfied that all information and evidence reasonably available has been collected, the attorney shall make a recommendation to the EPSB.:

- ~~— recommend that the case be referred for hearing;~~
- ~~— recommend that an agreed order be approved; or~~
- ~~— recommend that the case be dismissed for lack of evidence or insufficiency of evidence.~~

i. At any point during the review and investigation process, ~~after a report or complaint has been referred for investigation and review or referred to hearing,~~ the EPSB staff has the authority to enter into discussions with an educator or an educator's attorney to resolve the action by agreed order. KRS 161.120(8)

ii. An agreed order is appropriate when there is sufficient evidence that could result in a finding that the alleged misconduct did occur, and the educator

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- is willing to accept sanctions without going to the expense of a hearing.
- iii. All agreed orders must be approved by a majority of the BoardEPSB and signed by the BoardEPSB chair.
 - iv. The educator has the right to request a hearing at any point after an Agreed Order has been offered and rejected.

G. Referral to Hearing. Referral to Hearing is appropriate when the BoardEPSB is satisfied, based on the report provided by the EPSB staff that the alleged conduct occurred and that sanctions are warranted. Referral to Hearing is also appropriate when the educator requests a hearing after receiving a written admonishment or the educator's application for certification has been denied and the educator has requested a hearing. KRS 161.120(5)(a).

~~— **Notice of Board Action on Reports or Complaints.** Once the Board has taken any of the actions set forth above, the Executive Director shall issue a Notice of Action on Report or Complaint to the educator.~~

~~— The Notice of Board Action on Reports or Complaints (Notice of Board Action) shall be signed by the Executive Director or the Board Chair.~~

~~— The Notice of Board Action will be sent as soon as practicable to the educator's address on file with the EPSB.~~

~~— The Notice of Board Action will also be sent to the reporting party.~~

VIII. Notice of EPSB Action on Reports or Complaints. Once the EPSB has taken any of the actions set forth above, staff or the EPSB chair shall issue a Notice of EPSB Action on Report or Complaint (Notice of Action) to the educator.

1. The Notice of Action will be sent as soon as practicable to the educator's address on file with the EPSB, unless a different method of service has been agreed to by the parties.

2. The Notice of Action will also be sent to the reporting party.

Education Professional Standards Board

**PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION**

**Section 4
Pre-Hearing Phase**

APPROVED: April 10,

2017

Section 3. Hearing Process

The EPSB must initiate a due process hearing before sanctions are imposed upon an educator's certificate, unless sanctions are agreed to by the parties. KRS 161.120(5)(a), KRS 161.120(8). A hearing may also be initiated upon timely request of the educator after receiving an admonishment or after the educator's application for certification has been denied. KRS 161.120(5)(a). The administrative hearing shall be conducted in conformance with the provisions of KRS Chapter 13B. In all cases, the EPSB shall initiate the administrative hearing process through a "Notice of Hearing and Statement of Charges and Issues" (Statement of Charges) that informs the educator of the specific reason for the proposed action including the statutory and/or regulatory violation(s), the factual basis on which the action is based, and the penalty the EPSB is seeking. The hearing process begins once the EPSB approves and issues a Statement of Charges prepared by the assigned attorney.

I. Agreed Orders. At any point during the hearing process, the EPSB staff has the authority to enter into discussions with an educator or an educator's attorney to resolve the action by agreed order. KRS 161.120(8). If the educator enters into an Agreed Order, the educator waives the due process rights afforded under KRS 161.120 and KRS 13B.

II. Prehearing.

A. Filing Statement of Charges.

1. Once approved and issued, the original Statement of Charges shall be filed with the EPSB's Clerk of Court, and a copy shall be sent via certified mail to the educator's address on file with the EPSB, or any other means permitted by law.
2. A copy of the Statement of Charges shall also be sent to the educator's attorney, if any.
3. The EPSB staff shall forward a copy of the Statement of Charges to an appointed hearing officer as set forth in KRS Chapter 13B.

B. Record. The original of all filings shall be submitted to the EPSB's Clerk of Court by email, fax or mail, and copies of any filed item shall be served on all parties and the hearing officer by mail, or any other means permitted by law.

C. Location of Hearing. Unless otherwise agreed to by the parties, all hearings shall be conducted in the offices of the EPSB.

D. Right to Private Hearing. The educator may request in writing a public or private hearing pursuant to KRS 161.120(5)(b). If the educator fails to specifically request a private hearing in writing at least five days prior to the hearing, the educator is deemed to have waived the right to a private hearing and a public hearing will be conducted.

~~**Referral to Hearing.** When the Board determines that the allegations warrant sanctions, the Board shall refer the matter to hearing. The administrative hearing shall be conducted in conformance with KRS Chapter 13B. KRS 161.120(5)(a).~~

~~**Commencement of Disciplinary Action.** The disciplinary process begins once the Board approves and issues a Notice of Hearing and Statement of Charges and Issues prepared by the attorney assigned by the EPSB staff to handle the case.~~

~~**Notice of Hearing and Statement of Charges and Issues.** The Notice of Hearing and Statement of Charges (Statement of Charges) shall inform the educator of the specific reason for the proposed administrative hearing action. Specifically, the Statement of Charges should including at least the following information:~~

- ~~— Statutory or regulatory violation(s);~~
- ~~— Factual basis on which the disciplinary action is based; and~~
- ~~— Penalty sought.~~

~~— The Notice of Hearing and Statement of Charges shall be sent to the educator's address on file with the EPSB.~~

~~— Pursuant to KRS 161.120(5)(c), the Board may elect to conduct the disciplinary hearing before the full Board, a panel of three (3) members of the Board, or a person appointed as hearing officer by the Board pursuant to KRS 13B.030(1).~~

- ~~1. If the Board elects to proceed by the appointment of a hearing officer and has not sought permission from the Office of the Attorney General to contract with a private hearing officer, the EPSB staff shall request that the Office of the Attorney General appoint a hearing officer to preside over the administrative hearing.~~
- ~~2. The EPSB staff will forward a copy of the Statement of Charges to the Office of the Attorney General.~~

~~**B. Appointment of Hearing Officer.** Once appointed, the hearing officer shall preside over the conduct of an administrative hearing and shall regulate the conduct of the proceedings in a manner which will promote the orderly and prompt conduct of the hearing. KRS 13B.080.~~

~~— **Location of Hearing.** Unless otherwise agreed to by the parties, all hearings shall be conducted in the offices of the EPSB, 100 Airport Road, 3rd Floor, Frankfort, KY 40601.~~

~~— **Right to Private Hearing.** The educator may request in writing a public or private hearing pursuant to KRS 161.120(5)(b). If the educator fails to specifically request a private hearing, the educator is deemed to have waived the right to a private hearing and a public hearing will be conducted.~~

~~— **Disclosure of Record.**~~

~~— All records relating to a private hearing are generally deemed preliminary and, therefore, exempt from disclosure pursuant to KRS 61.878 and KRS 13B.080 (8) during the hearing phase.~~

~~Regardless of whether an educator elects to proceed with a private or public hearing, the Recommended Order and hearing transcript is considered preliminary and, therefore, exempt from disclosure pursuant to KRS 61.878 until the Board issues its Final Order. After the Board issues its Final Order, all records, not otherwise exempt by law, will be subject to disclosure pursuant to Kentucky's Open Record Act.~~

III. Hearing.

A. Burden of Proof. KRS 13B.090(7).

- ~~**1.** The EPSB's proposed action on a certification currently held.
 - ~~**a.** The EPSB has the burden of proof on any issue, has the burden of going forward, and the ultimate burden of persuasion as to that issue.~~
 - ~~**b.** The EPSB must demonstrate by a preponderance of the evidence in the record that the penalty sought is appropriate.~~
 - ~~**c.** The educator has the burden of asserting an affirmative defense and has the burden to establish that defense.~~~~
- ~~**2.** Applicant's appeal on the EPSB's denial of an application of certification, or any other entitlement sought, to the applicant.
 - ~~**a.** The applicant has the burden of proof and the ultimate burden of persuasion as to that issue.~~~~

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- b. The applicant must demonstrate by a preponderance of the evidence in the record entitlement to the benefit sought.
 - c. The EPSB has the burden of asserting an affirmative defense and has the burden to establish that defense.

B. Recommended Order.

1. **Sanctions.** The hearing officer's Recommended Order shall include only those sanctions that are permitted pursuant to KRS 161.120(1) and shall not exceed the time limits set forth in KRS 161.120(10) - (11).
2. **Factors.** The hearing officer shall consider the factors set forth in 16 KAR 1:030 Section 2(3)(f) when recommending sanctions.

C. Filing of Exceptions.

1. **Service.** A party may file any exceptions to the Recommended Order within 15 days of the date the Recommended Order is mailed in accordance with KRS 13B.110(4), if applicable. The original shall be filed with the EPSB's Clerk of Court by email, fax or mail and copies shall be served on all parties and the hearing officer by mail, or any other means permitted by law.
2. **Waiver.** Any disagreement with a factual finding, conclusion of law or recommended disposition in the Recommended Order not contained in an exception to the Recommended Order shall be waived.
3. **Form of Exceptions.** Each exception to a finding of fact, conclusion of law or recommended disposition shall be concisely stated and should summarize the evidence in support of each exception.
 - a. Any evidence or arguments relied upon shall be grouped under the exceptions to which they relate.
 - b. In summarizing evidence, the parties shall include a specific citation to the hearing record where such evidence appears or shall attach the relevant excerpts from the hearing record.
 - c. Arguments shall be logical and coherent and citations to authorities shall be complete.
4. **Basis for Exceptions.** Exceptions to the Recommended Order may include the following:
 - a. the hearing officer has made an incorrect conclusion of law;

- b. the hearing officer has failed to make an essential finding of fact;
- c. the hearing officer applied the incorrect burden or standard of proof;
- d. the findings of fact do not support the conclusions of law;
- e. the hearing officer has made a finding of fact that is not supported by the preponderance of the evidence; or
- f. the hearing officer recommended a sanction not permitted by law.

D. Disclosure of Record Before Final Order Issued. Regardless of whether an educator elects to proceed with a private or public hearing, the Recommended Order and hearing transcript is considered preliminary and, therefore, exempt from disclosure pursuant to KRS 61.878 until the EPSB issues its Final Order. After the EPSB issues its Final Order, all records, not otherwise exempt by law, will be subject to disclosure pursuant to Kentucky's Open Record Act.

IV. Review of Recommended Order

- A. Closed Session.** All recommended orders shall be reviewed by the EPSB in closed session. KRS 61.810 (1)(c) and (j).
- B. Final Order.** Once the EPSB has returned to open session, and the EPSB chair has certified that a quorum is present, the EPSB shall vote in accordance with KRS 13B.120.
- C. Signature Authority.** The EPSB may delegate to the chair the authority to sign on behalf of a majority of the EPSB members a decision made or order issued.
- D. Copies.** A copy of the Final Order shall be sent to the educator by certified mail or any other means permitted by law, and to the educator's attorney, if any, the reporting party, the appointed hearing officer, and the EPSB attorney by mail or any other means permitted by law.
- E. Disclosure of Case File After Final Order Issued.** Regardless of whether an educator elected to proceed with a public or private hearing, the case file including, but not limited to, the Final Order, the Recommended Order, and the hearing transcript, is subject to disclosure upon the EPSB's issuance of its Final Order unless specifically closed by the hearing officer pursuant to a provision of law.
 - 1. Redaction.** Prior to the public disclosure of the case file in accordance with KRS 61.870, et seq., staff shall ensure that any information otherwise prohibited from disclosure by law or regulation is redacted.

V. Administrative Finality. All Final Orders are appealable to Franklin Circuit Court as outlined in KRS Chapter 13B and KRS 161.120(12).

Education Professional Standards Board

PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION

Section 5
Hearing
Phase

APPROVED: April 10, 2017

- ~~— The hearing officer shall preside over the conduct of an administrative hearing and shall regulate the course of the proceedings in a manner which will promote the orderly and prompt conduct of the hearing. KRS 13B.080(1).~~
- ~~— **Right to Counsel.** Any party to an administrative hearing may participate in person or be represented by counsel. KRS 13B.080(5).~~
- ~~I. **Record.** The original of all filings shall be mailed to the offices of the EPSB, and copies of any filed item shall be served on all parties and the hearing officer by mail, or any other means permitted by law. The EPSB shall stamp the time and date upon the document when the document is received. KRS 13B.080(2).~~
- ~~— **Pre-Hearing Process.**
 - ~~— **Pre-Hearing Conference.** The hearing officer shall schedule a pre-hearing conference upon reasonable notice to all parties. KRS 13B.070.
 - ~~— During the pre hearing conference, the hearing officer will explore jurisdictional matters, mediation and settlement possibilities, preparation of stipulations, clarification of issues, rulings on witnesses, taking of evidence, issuance of subpoenas and orders, and other matters that will promote the orderly and prompt conduct of the hearing.~~
 - ~~— Upon conclusion of a prehearing conference, the hearing officer shall issue a prehearing order incorporating all matters determined at the prehearing conference. If a prehearing conference is not held, the hearing officer may issue a prehearing order, based on the pleadings, to regulate the conduct of the hearing.~~~~
 - ~~— **Pre-Hearing Matters and Discovery.** KRS 13B.080(2) — (3).
 - ~~The hearing officer, at appropriate stages of the proceedings, shall give all parties full opportunity to file pleadings, motions, objections, and offers of settlement. The hearing officer, at appropriate stages of the proceedings, may give all parties full opportunity to file briefs, proposed findings of fact and conclusions~~~~~~

of law, and proposed recommended or final orders.

The hearing officer may issue subpoenas and discovery orders when requested by a party or on his or her own volition. When a subpoena is disobeyed, any party may apply to the Circuit Court of the judicial circuit in which the administrative hearing is held for an order requiring obedience. Failure to comply with an order of the court shall be cause for punishment as contempt of the court.

Default. If a party properly served under KRS 13B.050 fails to attend or participate in a prehearing conference, hearing, or other stage of the administrative hearing process, or fails to comply with the orders of a hearing officer, the hearing officer may adjourn the proceedings and issue a default order granting or denying relief as appropriate. A Default Order shall be considered a Recommended Order and shall be processed as provided in KRS 13B.110. KRS 13B.080(6).

Hearing:

Burden of Proof. KRS 13B.090(7):

The EPSB's proposed action on a certification currently held:

The EPSB has the burden of proof on any issue, has the burden of going forward, and the ultimate burden of persuasion as to that issue.

a. The EPSB must demonstrate by the preponderance of evidence in the record that the penalty sought is appropriate.

b. The educator has the burden of asserting an affirmative defense and has the burden to establish that defense

Applicant's appeal on the EPSB's denial of an application of certification.

The applicant has the burden of proof and the ultimate burden of persuasion as to that issue.

The applicant must demonstrate by the preponderance of evidence in the record entitlement to the benefit sought.

The EPSB has the burden of asserting an affirmative defense and has the burden to establish that defense.

Recommended Order. As appropriate, the presiding hearing officer shall issue a Recommended Order in conformance with the requirements of KRS Chapter 13B.

~~— Timeframe.~~

~~— The hearing officer shall complete and submit that Recommended Order to the EPSB no later than 60 days after receiving a copy of the official record of the proceeding. KRS 13B.110(1).~~

~~— If an extension of time is needed, the hearing officer may submit a request to the EPSB in accordance with KRS 13B.110.~~

~~— Format. In addition to the requirements of KRS Chapter 13B, the Hearing officer's recommendation shall be consistent with the EPSB's policy and procedures.~~

~~— The hearing officer's Recommended Order shall include only those sanctions that are permitted pursuant to KRS 161.120 (1) and shall not exceed the time limits set forth in KRS 161.120 (10) — (11).~~

~~— The hearing officer shall consider the factors set forth in Procedure Section 3, IIA when recommending sanctions.~~

~~— **Filing of Exceptions.** A party may file any exceptions to the Recommended Order within 15 days of the date the Recommended Order is mailed in accordance with KRS 13B.110(4), if applicable. This time limit may not be extended and no responses to exceptions shall be considered by the Board.~~

Service

~~— Exceptions shall be served upon the other party by mail or any other means permitted by law.~~

~~— Original shall be mailed to the offices of the EPSB.~~

~~— **Waiver.** Any disagreement with a factual finding or conclusion of law in the Recommended Order not contained in an exception to the Recommended Order shall be waived.~~

~~— **Form of Exceptions.** Each exception or reply to a finding of fact or conclusion of law should be concisely stated and should summarize the evidence in support of each exception.~~

~~— Any evidence or arguments relied upon shall be grouped under the exceptions to which they relate.~~

~~— In summarizing evidence, the parties shall include a specific citation to the hearing record where such evidence appears or shall attach the relevant excerpts from the hearing record.~~

~~— Arguments shall be logical and coherent and citations to authorities shall be complete.~~

~~— **Basis for Exceptions.** Exceptions to the Recommended Order may include the following:~~

- ~~— the hearing officer has made an incorrect conclusion of law;~~
- ~~— the hearing officer has failed to make an essential finding of fact;~~
- ~~— the hearing officer applied the incorrect burden or standard of proof;~~
- ~~— the findings of fact do not support the conclusions of law;~~
- ~~— the hearing officer has made a finding of fact that is not supported by the preponderance of the evidence; or~~
- ~~— the hearing officer recommended a sanction not permitted by law.~~

~~— **Disclosure.**~~

~~— All records relating to a private hearing are generally deemed preliminary and, therefore, exempt from disclosure pursuant to KRS 61.878 and KRS 13B.080 (8) during the hearing phase.~~

~~— Regardless of whether an educator elects to proceed with a private or public hearing, the Recommended Order and hearing transcript are considered preliminary and, therefore, exempt from disclosure pursuant to KRS 61.878 until the EPSB issues its Final Order.~~

Section 4. Procedure for Suspension, Surrender, or Revocation of a Certificate

~~The EPSB has the authority to suspend or revoke an educator's certificate under KRS 161.120(1). Suspension of a certificate shall be for a specific period of time, not to exceed two years and may be reinstated after the suspension period, if all required conditions are met. KRS 161.120(10). Revocation of a certificate is a permanent forfeiture of the certificate. If the revocation is for a term of years, an applicant may apply for a new certificate at the end of the revocation period, if all required conditions are met. KRS 161.120(11).~~

~~**I.** When the EPSB issues an order of suspension, surrender, or revocation, staff shall mail a copy of the order to the educator's address on file with the EPSB, unless a different method of service has been agreed to by the parties. Copies shall also be sent to the educator's attorney, if any, the appointed hearing officer, if any, the reporting party, and the employing school district if different from the reporting party.~~

~~**II.** The order of suspension, surrender or revocation of a certificate shall become part of the educator's case file maintained by the EPSB.~~

~~**III.** Following each EPSB meeting, staff shall ensure that:~~

~~**A.** The suspension, surrender, or revocation is noted on the EPSB website.~~

1. The period of suspension shall only be noted on the website while the certificate is suspended.

2. The period of revocation shall be noted on the certificate and shall remain on the EPSB website.

B. The suspension, surrender, or revocation is noted in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

1. The Clearinghouse is a searchable database administered by NASDTEC relating to educator certification and discipline. Only NASDTEC members have access to the Clearinghouse.

DRAFT

Education Professional Standards Board

PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION

Section 6
Post-Hearing Phase

APPROVED: April 10, 2017

- Review of Recommended Order. In making the Final Order, the Board shall consider the record including the Recommended Order and any exceptions to the Recommended Order. KRS 13B.120(1).
- Final Decisions and Orders. After the Board chair certifies that a quorum is present at an EPSB board meeting, a majority vote of the voting members present shall be required to make a final decision on the Recommended Order or request for issuance of a Default Judgment.
 - The Board may adopt an order, or it may reject or modify, in whole or in part, the Recommended Order submitted by the presiding hearing officer. KRS 13B.120(2).
 - The Board may remand the matter back to the hearing officer, in whole or in part, for further proceedings as appropriate. KRS 13B.120(2).
 - If the Final Order differs from the Recommended Order, it shall include a separate statement of the findings of fact and conclusions of law. KRS 13B.120(3).
- Timeframe. When using the services of a hearing officer, the Board shall render a Final Order within 90 days after the hearing officer submits a Recommended Order to the Board unless the matter is remanded back to the hearing officer for further proceedings. KRS 13B.120(4).
- Signature Authority. The Board may delegate to the chair the authority to sign on behalf of a majority of the Board members a decision made or order issued under this section.
- Disclosure of Case File After Final Decision Issued. Regardless of whether an educator elected to proceed with a public or private hearing, the case file including, but not limited to, the Final Order, the Recommended Order, and the hearing transcript, is subject to disclosure upon the Board's issuance of its Final Order unless specifically closed by the hearing officer pursuant to a provision of law.
- Redaction. Prior to the public disclosure of the case file in accordance with KRS 61.805, et seq., the EPSB staff shall ensure that any information otherwise prohibited from disclosure by law or regulation is redacted.

~~**Administrative Finality.**~~

~~In accordance with KRS Chapter 13B, Final Orders issued by the Board shall be subject to judicial review by the Franklin Circuit Court. KRS 161.120 (12).~~

~~A petition for judicial review shall not automatically stay a Final Order pending the outcome of the review unless a stay is ordered by the Franklin Circuit Court. KRS 13B.140(4).~~

~~**Motions to Reconsider, Modify, or Reverse.** Under exceptional circumstances, the Board may reconsider, modify, or reverse its decision on any disciplinary matter upon a motion by one of the parties or on its own volition. KRS 161.120(9).~~

Section 5. Procedure for Reinstatement of a Suspended Certificate or Reissuance of a Certificate after Revocation

I. Upon reinstatement, staff shall ensure that:

A. The suspension is no longer noted on the website; and

B. The reinstatement of the suspended certificate is noted in the NASDTEC Clearinghouse.

II. Upon reissuance, the EPSB staff shall ensure the reissuance of a revoked certificate is noted in the NASDTEC Clearinghouse.

Education Professional Standards Board

**PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION**

Section 7

Procedure for the Suspension, Surrender, or Revocation of a

Certificate APPROVED: April 10, 2017

- ~~— When the Board issues an order of suspension, surrender, or revocation, the EPSB staff shall mail a copy of the order to the educator's address on file with the Education Professional Standards Board.~~
- ~~— A record of the Board action suspending or revoking a certificate shall become part of the educator's case file maintained by the EPSB staff.~~
- ~~— Immediately following the issuance of the order, the EPSB staff shall notify, as applicable, the reporting district, the employing school district, and the reporting party of the action taken.~~
- ~~— EPSB staff will also ensure that the suspension, surrender, or revocation is noted on the EPSB website. The period of suspension shall only be noted on the website while the certificate is suspended.~~
- ~~— EPSB staff will also ensure that the information is provided to the National Association of State Directors of Teacher Education and Certification (NASDTEC) for inclusion in The NASDTEC Clearinghouse. The Clearinghouse is a searchable database administered by NASDTEC relating to educator certification and discipline.~~

Education Professional Standards Board

PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION

Section 8

Procedure for the Reinstatement of a Suspended Certificate

APPROVED: April 10, 2017

- ~~— Reinstatement of a suspended certificate for reasons other than misconduct involving the illegal use of controlled substance as defined in KRS 218A.010(6):~~
 - ~~— A certificate that has been suspended by the Board shall not be reinstated until the educator has met all conditions and requirements ordered by the Board.~~
 - ~~— If a certificate lapses during a period of suspension, at the end of the suspension period and upon completion of all conditions and requirements ordered by the Board, the educator shall apply for the renewal of the certificate and shall meet all educational requirements for renewal of the certificate.~~
 - ~~— The burden to reinstate a certificate that has been suspended is on the educator.~~
 - ~~— Conditions:~~
 - ~~— When the terms of the suspension did not include conditions:~~
 - ~~— Upon expiration of the period of suspension, the EPSB staff will reinstate the certificate and remove the reference to the suspension from the EPSB website.~~
 - ~~— The EPSB staff will notify the educator in writing to the home address on file with the EPSB that the certificate has been reinstated.~~
 - ~~— The EPSB will notify the school district that employs the educator.~~
 - ~~— When the terms of the suspension included conditions:~~
 - ~~— The burden to reinstate the educator's certificate is on the educator.~~
 - ~~— The EPSB staff will review the file to determine if the educator has submitted evidence demonstrating that the conditions of suspension were met.~~
 - ~~— The EPSB staff will reinstate the certificate after the suspension period is concluded and remove from any~~

reference to the suspension from EPSB's website once the educator has provided evidence that the conditions of suspension have been met.

A. The record of suspension as well as reinstatement of the certification shall become part of the educator's case file, but the suspension will not be noted on any future certificate issued to the educator.

II. Reinstatement of a suspended certificate for misconduct involving the illegal use of controlled substance as defined in KRS 218A.010(6).

— In addition to conditions for reinstatement or reissuance set forth above, the educator shall, at the educator's own expense, provide written evidence that the educator has submitted to a drug test administered by a drug testing facility approved by the Board within thirty (30) days of reinstatement or submission of an application for reissuance of the certificate.

— The educator shall arrange for the drug testing facility to send the results of the drug test directly to the EPSB.

— An educator subject to the terms of this subsection may petition the EPSB to approve a drug testing facility of the educator's choice.

— Petition to Approve Drug Testing Facility. The petition shall contain the following information:

- the drug testing facility's name and location;
- the name and telephone number for the director of the facility;
- the method of test specimen collection;
- the drug testing facility's method of assuring identity of the test subject;
- procedures for testing specimens, including forensic testing methods; and
- chain of custody protocols.

— The Drug Testing Facility must test, at a minimum, the following controlled substances:

- Marijuana;
- Cocaine;
- Opiates;
- Amphetamines;
- Phencyclidine;
- Morphine;
- MDMA (Ecstasy);
- Methadone;
- Benzodiazepines;
- Barbiturates; and

~~— Oxycodone.~~

~~— If the results of the drug test indicate illegal drug use by the educator, the certificate shall not be reinstated or reissued.~~

~~**Education Professional Standards Board**~~

~~**PROCEDURES RELATING TO BOARD ACTION
ON AN EDUCATOR'S CERTIFICATION**~~

~~**Section 9**~~

~~**Procedure for the Reissuance of a Certificate After Surrender or**~~

~~**Revocation APPROVED**~~

~~— When surrender or revocation was for a reason other than misconduct involving the illegal use of controlled substance as defined in KRS 218A.010(6), the following conditions apply:~~

~~— The former certificate holder must complete the same application that all educators in Kentucky must complete to obtain certification.~~

~~— The former certificate holder bears the burden of proving that the certificate holder is fit for practice.~~

~~— The former certificate holder must satisfy all current educational requirements for the certificate sought.~~

~~— The Board may include terms and conditions that the Board reasonably deems appropriate as a condition of reissuance in accordance with KRS 161.120(11)(b) if reissuing the certificate.~~

~~— When surrender or revocation was for misconduct involving the illegal use of controlled substance as defined in KRS 218A.010(6), the former certificate holder must comply not only with the requirements set forth above for reissuance of certification after revocation for all other offenses, the former certificate holder will also have to submit to drug testing as set out in the procedures for suspension resulting from illegal use of controlled substances.~~

~~— Regardless of the reason for the revocation, the revocation will be noted on the certificate that is issued and will remain on the EPSB website.~~

~~I. The record of surrender or revocation as well as reissuance shall become part of the educator's case file.~~

Section 6. Procedure for Probationary Conditions

The EPSB has the authority to impose probationary or supervisory conditions upon an educator's certificate under KRS 161.120(1). Probationary or supervisory conditions may be imposed through an Agreed Order pursuant to KRS 161.120(8) or a Final Order pursuant to KRS 13B.120.

I. Compliance.

- A. The educator shall provide written proof of compliance with the probationary or supervisory conditions within the timeframe specified in the Agreed Order or Final Order.
- B. Proof of compliance shall be sent to staff by mail, fax or email.
- C. It is the educator's responsibility to ensure written proof of the condition has been received by staff.

II. Noncompliance.

- A. If the educator fails to provide written proof of compliance with the probationary or supervisory conditions within the timeframe specified in the Agreed Order or Final Order, staff shall send the educator a Ten-Day Letter (Letter). The Letter shall:
 - 1. Notify the educator that the educator has failed to comply with a probationary or supervisor condition(s);
 - 2. Restate the probationary or supervisory condition(s) that the educator has failed to comply with, in full;
 - 3. Inform the educator that the educator has ten (10) days from the date of the letter to submit written proof of compliance with the probationary or supervisory conditions to the EPSB or the educator's certificate will be sanctioned according to the terms of the Agreed Order or Final Order; and
 - 4. Provide a point of contact.
- B. If the educator provides written proof of compliance with the probationary or supervisory conditions after receiving the Letter, the educator's certificate will not be sanctioned.
- C. If the educator fails to provide written proof of compliance with the probationary or supervisory conditions after the ten (10) days has

lapsed, the EPSB staff shall sanction the educator's certificate in accordance with the terms of the Agreed Order or Final Order, and notify the educator of the sanction.

III. Drug Testing.

A. If an educator has been ordered, through an Agreed Order or a Final Order, to submit to drug testing, staff shall send the educator a Notice of Drug Testing Letter (Drug Testing Letter). The Drug Testing Letter shall:

1. Notify the educator that the educator is required to complete drug testing at an EPSB approved facility:

a. An EPSB approved facility must conduct specimen collection, analysis and reporting in accordance with federal guidance and state laws.

2. Restate the drug testing condition in the Agreed Order or Final Order, in full;

3. Inform the educator that the educator has 48 hours to submit a sample to an EPSB approved facility, and to sign a confidentiality waiver for the EPSB to receive the drug test results; and

4. Provide a point of contact for receipt of the drug test results.

B. If the educator fails to submit a sample to an EPSB approved facility within 48 hours, staff shall sanction the educator's certificate in accordance with the terms of the Agreed Order or Final Order and notify the educator of the sanction.

Section 7. Procedure for Motions to Reconsider, Modify or Reverse

I. An educator or the educator's attorney may request that the EPSB reconsider, modify, or reverse its decision on any disciplinary matter by filing a motion with the EPSB. 16 KAR 1:030 Section 9(2)

A. Timing. A motion may be filed at any time to be included in the Closed Session Review Docket or Addendum. *See Section 2 Complaints and Reports, V. Closed Session Review Docket.*

B. Evidence. The motion should include evidence that circumstances have changed since the disciplinary action was taken, any evidence that the educator has been rehabilitated or paid restitution for past actions, and any other relevant facts and circumstances. Evidence submitted may include but is not limited to sworn affidavits, court or medical records, and letters of support.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

16 KAR 2:040. Interdisciplinary Early Childhood Education, Birth to Primary, Amendment

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendment to 16 KAR 2:040 to align with current certification practices and update the standards of preparation.

Rationale:

The proposed amendment is necessary to ensure that 16 KAR 2:040 remains in effect. The amendment also aligns with current certification practices and updates the standards for preparation.

Action Question:

Should the EPSB approve the amendment to 16 KAR 2:040?

Applicable Statute or Regulation:

KRS 13A.3102, KRS 13A.3104, KRS 161.020, KRS 161.028, 16 KAR 2:040

History/Background:

Existing Policy: KRS 13A.3102(2) provides that “An ordinary administrative regulation with a last effective date before March 1, 2013, shall expire on March 1, 2020, except as provided by the certification process in KRS 13A.3104.” KRS 13A.3104 sets forth the certification process that an agency must follow to avoid the expiration of an administrative regulation. This process requires the agency to review the administrative regulation in its entirety for compliance with current law governing the subject matter of the administrative regulation and file a letter with the regulations compiler prior to the expiration date, stating whether the administrative regulation shall be amended or remain in effect without amendment. If the certification letter states that the administrative regulation will be amended, the EPSB must file an amendment to the administrative regulation within eighteen (18) months of the date the certification letter was filed.

The EPSB certified 16 KAR 2:040 with the intent to amend on February 26, 2020 and must file an amendment to the regulation on or before August 26, 2021. This administrative regulation establishes the professional certificate for interdisciplinary early childhood education, birth to primary, and the standards for approval of a program leading to this certificate.

Summary: The proposed amendment to 16 KAR 2:040 updates the grade point average required for issuance of the certificate to align with other certificates and updates the standards of preparation to the most recent versions. The amendment also removes portions of the regulation that are now contained in other regulations. The amended regulation is included for EPSB review. Staff is requesting that the EPSB waive the second reading and approve the amended regulation.

Budget Impact: There is no budgetary impact.

Contact Person:

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(502) 564-4606

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.

5 RELATES TO: KRS 157.3175, 161.020, 161.030

6 STATUTORY AUTHORITY: KRS 161.028, 161.030

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a
8 teacher and other professional school personnel hold a certificate of legal qualifications for the
9 respective position to be issued upon completion of a program of preparation prescribed by the
10 Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional
11 Standards Board (**EPSB**) to establish the standards for obtaining and maintaining a teaching cer-
12 tificate. KRS 161.028(1)(b) requires an educator preparation **provider**[~~institution~~] be approved
13 for offering the preparation program corresponding to a particular certificate on the basis of
14 standards and procedures established by the **EPSB**. [~~Education Professional Standards Board.~~
15 ~~KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any~~
16 ~~certificate.~~] This administrative regulation establishes the professional certificate for interdisci-
17 plinary early childhood education, birth to primary[; ~~the interdisciplinary early childhood educa-~~
18 ~~tion teacher performance standards;~~] and the standards for approval of a program leading to this
19 certificate.

1 Section 1. Definitions. (1) [~~"Culturally diverse" means the wide range of differences among~~
2 ~~individuals that result from cultural and ethnic backgrounds, socioeconomic status, gender, per-~~
3 ~~sonality traits, physical abilities and disabilities, and the interaction of factors of variability.~~

4 ~~—(2) "Family centered services" means services in which family needs and desires determine~~
5 ~~all aspects of service delivery and resource provisions that promote family decision-making ca-~~
6 ~~pabilities and competencies.~~

7 ~~—(3)]"Interdisciplinary" means a preparation program combining early childhood and early~~
8 ~~childhood special education.~~

9 ~~[(4) "Teacher performance standard" means a set of teaching and managing tasks that an early~~
10 ~~childhood educator shall be able to demonstrate in early childhood programs.]~~

11 Section 2. (1) **A candidate shall be eligible for the** [The] professional certificate for interdis-
12 ciplinary early childhood education, birth to primary, **upon application to the EPSB, compli-**
13 **ance with 16 KAR 2:010, Section 3(1), and successful completion of the following require-**
14 **ments**[~~shall be issued to an applicant who has completed~~]:

15 (a) A bachelor's degree and the approved program of preparation for this certificate as de-
16 scribed in **Section 5**[~~Sections 6, 7, and 8~~] of this administrative regulation at an educator prepa-
17 ration **provider**[~~institution~~] approved by the **EPSB**[~~Education Professional Standards Board~~]
18 with:

- 19 1. A cumulative minimum grade point average of **2.75**[~~2.50~~] on a 4.00 scale; or
- 20 2. A minimum grade point average of 3.00 on a 4.00 scale on the last **thirty (30)**[~~sixty (60)~~]
21 hours of credit completed, including undergraduate and graduate coursework;

22 (b) The approved written assessments established in 16 KAR 6:010; and

23 (c) The Kentucky Teacher Internship Program established in 16 KAR 7:010.

1 ~~[(2) To apply for the professional certificate for interdisciplinary early childhood education,~~
2 ~~birth to primary, an applicant shall submit a completed Form TC 1, incorporated by reference in~~
3 ~~16 KAR 2:010, to the Education Professional Standards Board.]~~

4 Section 3. The professional certificate for interdisciplinary early childhood education, birth to
5 primary, shall be **renewed in accordance with 16 KAR 4:060.** ~~[issued and renewed in accord-~~
6 ~~ance with the provisions of KRS 161.030, 16 KAR 2:010, and 16 KAR Chapter 4.]~~

7 Section 4. (1) The professional certificate for interdisciplinary early childhood education,
8 birth to primary, shall be valid for teaching children from birth to entry into the primary program,
9 including teaching children in kindergarten or another program for five (5) year old children if
10 the program is operated separately from the primary program.

11 (2) A person holding this certificate shall serve as a primary developer and implementer of an
12 individual program for children with or without disabilities including an individual education
13 plan (IEP) and individual family service plan (IFSP) with consultation and support from a spe-
14 cialist according to the needs of the child.

15 ~~[Section 5. An educator preparation institution offering an approved program of preparation~~
16 ~~leading to the professional certificate for interdisciplinary early childhood education, birth to~~
17 ~~primary, shall establish an assessment system to judge the performance of a candidate on the in-~~
18 ~~terdisciplinary early childhood education teacher performance standards identified for this certif-~~
19 ~~icate.]~~

20 **Section 5**~~[Section 6.]~~ **The interdisciplinary early childhood education, birth to primary,**
21 **program shall be subject to the program approval requirements established in 16 KAR**
22 **5:010 and shall incorporate the National Association for the Education of Young Children**
23 **(NAEYC) Professional Standards and Competencies for Early Childhood Educators and**

1 **the Council for Exceptional Children (CEC) Early Interventionist/ Early Childhood Spe-**
2 **cial Educator Preparation Standards.** [~~Standards for Program of Preparation. In order to re-~~

3 ~~ceive approval of the Education Professional Standards Board], a program of preparation leading~~
4 ~~to the professional certificate for interdisciplinary early childhood education, birth to primary,~~
5 ~~shall meet the standards established in this section.~~

6 ~~—(1) The program shall be designed to prepare candidates to teach and manage tasks as identi-~~
7 ~~fied in the teacher performance standards established in Section 8 of this administrative regula-~~
8 ~~tion and as required in the “New Teacher Standards for Preparation and Certification: Interdisci-~~
9 ~~plinary Early Childhood, Birth to Primary—Standards with Criteria and Preamble.”~~

10 ~~—(2) The program shall include a system of continuous assessment to evaluate a candidate’s~~
11 ~~progress and level of attainment on the interdisciplinary early childhood education teacher per-~~
12 ~~formance standards. The assessments shall include performance on authentic teaching and man-~~
13 ~~aging tasks in settings that are inclusive of children across abilities and contexts.~~

14 ~~—(3) The program shall ensure that candidates from culturally diverse backgrounds are recruit-~~
15 ~~ed and retained in the program.~~

16 ~~—(4) The program shall provide the candidate with knowledge and experiences to perform~~
17 ~~teaching and managing tasks identified in the teacher performance standards with children from~~
18 ~~culturally diverse backgrounds.~~

19 ~~—(5) The program shall include a student teaching experience in accordance with 16 KAR~~
20 ~~5:040, which shall be supervised by a teacher who has a:~~

21 ~~—(a) Letter of approval issued by the Education Professional Standards Board certifying eligi-~~
22 ~~bility to continue teaching in an interdisciplinary early childhood position; or~~

1 ~~—(b) Rank II certification with emphasis in early childhood and at least three (3) years of teach-~~
2 ~~ing experience.~~

3 ~~—(6) The program shall be based on:~~

4 ~~—(a) The National Association for the Education of Young Children (NAEYC) Standards for~~
5 ~~Early Childhood Professional Preparation; and~~

6 ~~—(b) The Council for Exceptional Children (CEC) content standards for:~~

7 ~~—1. Beginning special education teachers of early childhood students set out in CEC Content~~
8 ~~Standards for All Beginning Special Education Teachers; and~~

9 ~~—2. Beginning special education teacher common core set out in CEC Knowledge and Skill~~
10 ~~Base for All Beginning Special Education Teachers of Early Childhood Students.~~

11 ~~—(7) The program shall adhere to the program guidelines established in 16 KAR 5:010.~~

12 ~~Section 7. Application for Program Approval. An educator preparation institution that propos-~~
13 ~~es to offer a program of preparation leading to the professional certificate for interdisciplinary~~
14 ~~early childhood education, birth to primary, shall make application for approval to the Education~~
15 ~~Professional Standards Board. The application for approval shall include a program description~~
16 ~~including the following:~~

17 ~~—(1) Program outcomes that include teacher performance standards for interdisciplinary early~~
18 ~~childhood education;~~

19 ~~—(2) Program components that provide a list of coursework, clinical and field experiences, and~~
20 ~~student teaching related to general education, interdisciplinary specialty studies, and professional~~
21 ~~studies;~~

22 ~~—(3) A list of faculty responsible for and involved with the conduct of the specific program and~~
23 ~~their qualifications;~~

1 —(4) A description of candidate admission and retention policies and procedures that are specif-
2 ic to this program;

3 —(5) A description of the system of continuous assessment of interdisciplinary early childhood
4 education teacher performance standards; and

5 —(6) Adherence with the program approval guidelines established in 16 KAR 5:010.

6 —Section 8. Interdisciplinary Early Childhood Education Teacher Performance Standards. (1)
7 Teacher Performance Standard I. The interdisciplinary early childhood education (IECE) educa-
8 tor designs and plans experiences and instruction that support the development and learning of
9 infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

10 —(2) Teacher Performance Standard II. The IECE educator creates and maintains learning envi-
11 ronments in a variety of settings that support the development and learning of infants, toddlers,
12 preschool children, and kindergarten children, including those with disabilities.

13 —(3) Teacher Performance Standard III. The IECE educator introduces, implements, and facili-
14 tates experiences and instruction that support development and learning for infants, toddlers, pre-
15 school children, and kindergarten children, including those with disabilities.

16 —(4) Teacher Performance Standard IV. The IECE educator, in collaboration with others, as-
17 sesses the development and ongoing learning of infants, toddlers, preschool children, and kin-
18 dergarten children, including those with disabilities, and communicates the results with partners,
19 including families.

20 —(5) Teacher Performance Standard V. The IECE educator reflects on and evaluates profes-
21 sional practices that support the development and learning of infants, toddlers, preschool chil-
22 dren, and kindergarten children, including those with disabilities.

1 —(6) ~~Teacher Performance Standard VI. The IECE educator collaborates and consults with~~
2 ~~team members including colleagues, families, primary caregivers, agency personnel, and other~~
3 ~~service personnel to design and implement experiences and instruction that support the develop-~~
4 ~~ment and learning of infants, toddlers, preschool children, and kindergarten children, including~~
5 ~~those with disabilities.~~

6 —(7) ~~Teacher Performance Standard VII. The IECE educator engages in self-evaluation of pro-~~
7 ~~fessional practices and implements a professional development plan to improve the educator's~~
8 ~~performance.~~

9 —(8) ~~Teacher Performance Standard VIII. The IECE educator supports families through family-~~
10 ~~centered services that promote independence and self-determination.~~

11 —(9) ~~Teacher Performance Standard IX. The IECE educator uses technology to support instruc-~~
12 ~~tion; access and manipulate data; enhance professional growth and productivity; communicate~~
13 ~~and collaborate with colleagues, families, and community agencies; and conduct research.]~~

14 **Section 6**~~[Section 9].~~ Incorporation by Reference. (1) The following material is incorporated
15 by reference:

16 (a) **“The Council for Exceptional Children (CEC) Early Interventionist/ Early Child-**
17 **hood Special Educator Preparation Standards”, 2020; and**

18 **(b) “The National Association for the Education of Young Children (NAEYC) Profes-**
19 **sional Standards and Competencies for Early Childhood Educators”, 2020.**

20 [~~“The Council for Exceptional Children (CEC) Content Standards for All Beginning Special~~
21 ~~Education Teachers”, [2001;~~

22 ~~(b)]“CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early~~
23 ~~Childhood Students”,2001;~~

1 ~~[(e)“The National Association for the Education of Young Children (NAEYC) Standards for~~
2 ~~Early Childhood Professional Preparation”,2001; and~~

3 ~~—(d) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early Child-~~
4 ~~hood Education, Birth to Primary—Standards with Criteria and Preamble", September 2002, Ed-~~
5 ~~ucation Professional Standards Board.]~~

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7 at the Education Professional Standards Board, **300 Sower Blvd.** ~~[400 Airport Road, 3rd Floor,]~~
8 Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

9 **(3) This material is also available on the EPSB’s Web site at**

10 **[http://www.epsb.ky.gov/course/view.php?=2.](http://www.epsb.ky.gov/course/view.php?=2)**



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Field and Clinical Experience Standard

Early Interventionist/Early Childhood Special Education candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.

Standard 1: Child Development and Early Learning

Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

Component 1.1: Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.

Component 1.2: Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.

Component 1.3: Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.

Component 1.4: Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Standard 2: Partnering with Families

Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

Component 2.1: Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.



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Component 2.2: Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.

Component 2.3: Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

Standard 3: Collaboration and Teaming

Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.

Component 3.1: Candidates apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.

Component 3.2: Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.

Component 3.3: Candidates partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age span.

Standard 4: Assessment Processes

Candidates know and understand the purposes of assessment in relation to ethical and legal considerations. Candidates choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Using evidence-based practices, candidates develop or select as well as administer informal measures, and select and administer formal measures in partnership with families and other professionals. They analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Component 4.1: Candidates understand the purposes of formal and informal assessment, including ethical and legal considerations, and use this information to choose developmentally, culturally and linguistically appropriate, valid, reliable tools and methods that are responsive to the characteristics of the young child, family, and program.

Component 4.2: Candidates develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.

Component 4.3: Candidates analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.



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Component 4.4: Candidates, in collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 5: Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience

Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Component 5.1: Candidates collaborate with families and other professionals in identifying an evidence-based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.

Component 5.2: Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Component 6.1: Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.

Component 6.2: Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.

Component 6.3: Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.

Component 6.4: Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.



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Component 6.5: Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.

Component 6.6: Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.

Component 6.7: Candidates plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Standard 7: Professionalism and Ethical Practice

Candidates identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by candidates.

Component 7.1: Candidates engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.

Component 7.2: Candidates engage in ongoing reflective practice and access evidence-based information to improve their own practices.

Component 7.3: Candidates exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.

Component 7.4: Candidates practice within ethical and legal policies and procedures.

Professional Standards and Competencies for Early Childhood Educators

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children.

Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/competencias)

A Position Statement Held on Behalf of the Early Childhood Education Profession

Adopted by the NAEYC National Governing Board November 2019

Professional Standards and Competencies for Early Childhood Educators

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Developing the Professional Standards and Competencies for Early Childhood Educators

In 2017, the Power to the Profession Task Force began an extensive process to review the range of the field's existing standards and competencies and establish a process for arriving at a set of agreed-upon standards and competencies for the early childhood education profession, working birth through age 8 across states, settings, and degree levels. This work included a deep look at multiple national standards and competencies; following a deliberative decision-making process, it resulted in the Task Force recommendation that the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs be explicitly positioned as the foundation for the standards and competencies of the unified early childhood education profession.

At the same time, the Task Force set four specific conditions and expectations for the revision of the NAEYC professional preparation standards. These included an expectation that the standards would be reviewed in light of the most recent science, research, and evidence; it gave particular consideration to potential missing elements identified in the *Transforming the Workforce* report, including teaching subject-matter specific content, addressing stress and adversity, fostering socio-emotional development, working with dual language learners, and integrating technology in curricula. To revise the standards, and respond to these and other expectations, including the expectation that the revisions would occur in the context of an inclusive and collaborative process, a workgroup was convened in January 2018. The workgroup comprised the Early Learning Systems Committee of the NAEYC Governing Board, early childhood practitioners, researchers, faculty, and subject-matter experts, including individuals representing organizations whose competency documents were considered, referenced, and used to inform the revisions. The organizations included the following Task Force members: the Council for Exceptional Children, Division of Early Childhood; the Council for Professional Recognition; and ZERO TO THREE.

In September 2018, the workgroup released the first public draft of the Professional Standards and Competencies for Early Childhood Educators. This was followed by an extensive public comment period and months of intensive work to release the second public draft for needed feedback and guidance from the field, higher education, and others. The second public draft of the competencies, which included a first draft of the leveling of the competencies to ECE I, II, and III, was open from May to July 2019.

The second comment period was followed by extensive rewriting, supported by a group of experts drawn from preparation programs at ECE levels I, II, and III. The result was a third public draft focused solely on the leveling, which was open from October to November 2019. Ultimately, the Professional Standards and Competencies for Early Childhood Educators, leveled and aligned to ECE Levels I, II, and III, are being released in conjunction with the full *Unifying Framework*.

This excerpt is adapted from the *Unifying Framework for the Early Childhood Education Profession*.

Message from the NAEYC Governing Board

The NAEYC Governing Board is deeply honored to hold the *Professional Standards and Competencies for Early Childhood Educators* (“*Professional Standards and Competencies*”) on behalf of the early childhood education profession.

In response to the Power to the Profession (P2P) Task Force’s 2018 decision to name the 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs (a NAEYC position statement) as the foundation for the standards and competencies for the unified early childhood education profession, the Governing Board seriously considered and responded to the attendant conditions and expectations. The revisions process is outlined in detail on the opposing page, and we are deeply grateful to all of the Governing Board members, P2P Task Force members, early childhood practitioners, researchers, faculty, state agency personnel, national and state organizations, and subject-matter experts for their extensive engagement, feedback, and guidance.

Given that the Professional Standards and Competencies were developed by and are intended for the early childhood education field, and need to be adopted and used by practitioners, states, professional preparation programs, employers, and others, NAEYC has updated the name of the standards. The Governing Board agreed to this because we believe it is critical for all of us in this profession to own and use these standards and competencies to guide our work.

While it is the members of the early childhood education profession who, with support from professional preparation programs, state systems, and others, are responsible for implementing the Professional Standards and Competencies, the NAEYC Governing Board commits to uphold its responsibilities as the holder of the competencies and its intellectual property to ensure that the competencies are faithfully and appropriately utilized and that all future revisions occur through an inclusive process that engages the early childhood field across states and settings.

With gratitude to our profession for doing the hard work of defining and leveling the core standards and competencies for all early childhood educators,

Amy O’Leary
President, NAEYC Governing Board

Elisa Huss-Hage
Chair, Early Learning Systems Committee
of the Governing Board

Introduction

This update to the NAEYC Standards for Early Childhood Professional Preparation responds to the charge from the [Power to the Profession \(P2P\) Task Force](#) to create nationally agreed-upon professional competencies (knowledge, understanding, abilities, and skills) for early childhood educators. As such, it revises the NAEYC 2009 position statement “Standards for Early Childhood Professional Preparation” and expands the intent of the standards and competencies to allow their application across the early childhood field, including professional preparation programs, professional development systems, licensure, and professional evaluations. It places diversity and equity at the center and responds to the critical competencies identified in *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*, the seminal 2015 report by the Institute of Medicine and National Research Council.

This update levels the standards to the scope of practice for each early childhood educator designation recommended in the *Unifying Framework for Early Childhood Education Profession* established by Power to the Profession: ECE I, ECE II, and ECE III. For clarity, see Appendix A, “Leveling of the Professional Standards and Competencies.” This document also lays out recommendations for implementation of the standards for multiple stakeholders in the early childhood education field.

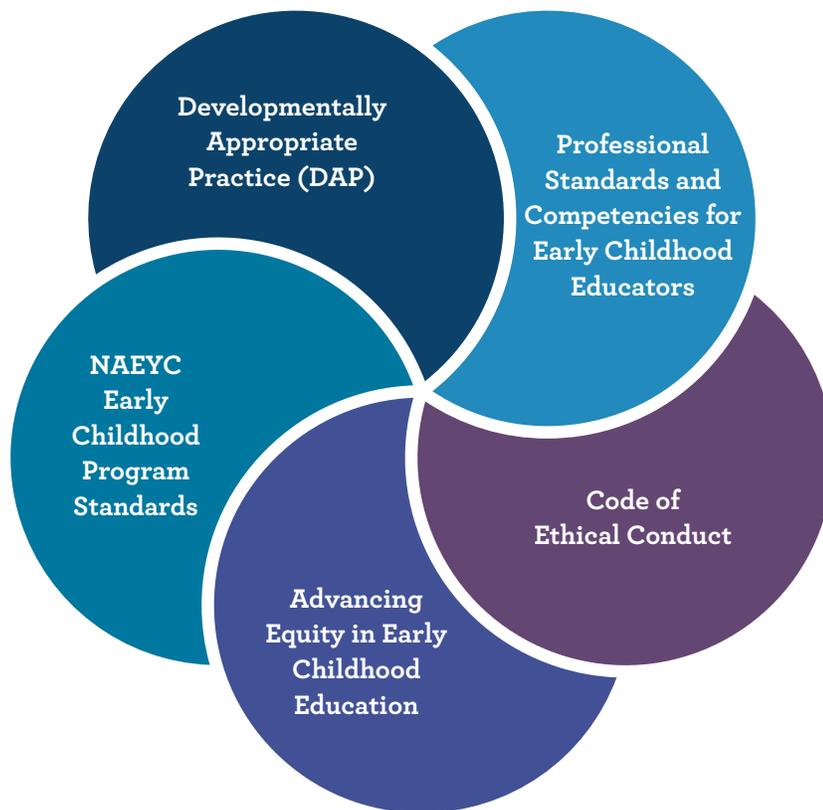
Details about the context in which the updated standards were developed and the history of NAEYC’s professional preparation standards can be found in Appendices B and E.

Relationship of Five Foundational Position Statements

This position statement is one of five foundational documents NAEYC has developed in collaboration with the early childhood education field. While its specific focus is on defining the core standards and competencies for early childhood educators, this statement complements and reinforces the other four foundational documents, which do the following:

- › Define **Developmentally Appropriate Practice**
- › **Advancing Equity in Early Childhood Education**
- › Define the profession's **Code of Ethical Conduct**
- › Outline **Standards for Early Learning Programs**

NAEYC's Foundational Documents



These foundational statements are grounded in NAEYC’s core values, which emphasize diversity and inclusion and respect the dignity and worth of each individual. The statements are built upon a growing body of research and professional knowledge that underscores the complex and critical ways in which early childhood educators promote early learning through relationships—with children, families, and colleagues—that are embedded in a broader societal context of inequities in which implicit and explicit biases are pervasive.

The early childhood educator professional preparation standards herein are aligned with the five broad categories of educators’ decision-making described in depth in the developmentally appropriate practice position statement:

- › Using knowledge of child development and learning in context to create a caring community of learners (Standard 1)
- › Engaging in reciprocal partnerships with families and fostering community connections (Standard 2)
- › Observing, documenting, and assessing children’s development and learning (Standard 3)
- › Teaching to enhance each child’s development and learning (Standard 4)
- › Understanding and using content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future (Standard 5)

The key elements of Standard 6, “Professionalism as an Early Childhood Educator,” pull forward the knowledge, skills, and dispositions that early childhood educators need in order to make decisions that exemplify ethical, intentional, and reflective professional judgment and practice.

Early childhood as an interdisciplinary, collaborative, and systems-oriented profession

Effective early childhood education and the promotion of children’s positive development and learning in the early years call for a strongly interdisciplinary and systems-oriented approach. By its nature, the early childhood field is, and historically has been, interdisciplinary. That is, early childhood educators need to integrate knowledge of all aspects of child development—content in academic disciplines, early intervention programs, and other programs for young children—and draw on knowledge from other disciplines, including speech and language therapy, occupational therapy, special education, bilingual education, family dynamics, mental health, and multiple other approaches to the comprehensive well-being of young children and their families. An interdisciplinary, systems-oriented perspective is essential if professionals, particularly as they advance in their practice, are to integrate multiple sources of knowledge into a coherent approach to their work.

Purpose

The position statement presents the essential body of knowledge, skills, dispositions, and practices required of all early childhood educators working with children from birth through age 8, across all early learning settings. It articulates a vision of sustained excellence for early childhood educators. The statement has been intentionally developed not only to guide the preparation and practice of the early childhood education profession but also to be used by others in the early childhood field. It is intended to serve as the core early childhood educator standards and competencies for the field, a document that states can use to develop their own more-detailed standards and competencies that address their specific contexts. Ideally, the field will use this position statement to align critical professional and policy structures, including the following:

- › State licensing for early childhood educators
- › State and national early childhood educator credentials and related qualification recommendations or requirements
- › Curriculum in professional preparation programs
- › Articulation agreements between various levels and types of professional preparation programs
- › National accreditation of early childhood professional preparation programs
- › State approval of early childhood educator professional preparation programs and professional development training programs
- › Expectations for educator competencies in early learning program settings through job descriptions and performance evaluation tools

The Position

Effective early childhood educators are critical for realizing the early childhood profession's vision that each and every young child, birth through age 8, have equitable access to high-quality learning and care environments. As such, there is a core body of knowledge, skills, values, and dispositions early childhood educators must demonstrate to effectively promote the development, learning, and well-being of all young children. These are captured in the next section, "Professional Standards and Competencies for Early Childhood Educators." These standards will be updated regularly to respond to new developments in the early childhood field, new research, and changing social and policy contexts.

These standards and competencies are informed by

- › Research and practice that advance our understanding of what early childhood educators need to know and be able to do
- › Early childhood standards as well as educator standards from other professional organizations
- › The current context of the early childhood workforce and higher education
- › The imperatives from the *Unifying Framework* developed through Power to the Profession

Input from a broad-based workgroup (see Appendix F) and the early childhood field underpins the updated standards and competencies.

Design and Structure

Comprehensive, not exhaustive: These standards and competencies represent the core domains of knowledge and practice required of every early childhood educator, and they provide a baseline of expectations for mastery of these domains. They are not meant to represent an exhaustive list of what an early childhood educator should know and be able to do in order to educate and care for young children. For preparation programs, certification/licensure bodies, accrediting bodies, state early childhood career ladders, educator evaluation systems, and such, the competencies may be expanded, as needed, to address specific state and local contexts and to include more discrete competencies.

Aligned with the responsibilities of early childhood educators: The standards and competencies align with the early childhood education responsibilities designated by the Unifying Framework for the Early Childhood Education Profession (“Unifying Framework”) developed through Power to the Profession:

- › Planning and implementing intentional, developmentally, culturally, and linguistically appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, language and literacy development, and general learning competencies of each child served (Standards 4 and 5)
- › Establishing and maintaining a safe, caring, inclusive, and healthy learning environment (Standards 1 and 4)
- › Observing, documenting, and assessing children’s learning and development using guidelines established by the profession (Standards 3 and 6)
- › Developing reciprocal, culturally responsive relationships with families and communities (Standard 2)
- › Advocating for the needs of children and their families (Standard 6)
- › Advancing and advocating for an equitable, diverse, and effective early childhood education profession (Standard 6)
- › Engaging in reflective practice and continuous learning (Standard 6)

Aligned with InTASC Model Core Teaching

Standards: Early childhood educators work in concert with the rest of the birth through grade 12 teaching workforce. As such, the Professional Standards and Competencies for Early Childhood Educators are aligned with the larger education

field’s understanding of effective teaching, as expressed through the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

Integrated content: Diversity, equity, inclusive practices, and the integration of technology and interactive media do not have separate standards; rather, these important content areas are elevated and integrated in the context of each standard. Included in each standard and its associated key competencies are examples of how the content areas apply to early childhood educators working with particular age bands of children—infants and toddlers, preschoolers, and early elementary age children. Whether or not examples are found in a competency, though, the intention is that every competency applies across the birth through age 8 continuum.

Intentionally higher-level language: The language used in the standards and competencies is based in the science of human learning and development and reflects the technical language of research and evidence used in the early childhood profession. In their preparation, early childhood educators will be introduced to the terminology and concepts found throughout this document.

Simplified structure: The major domains of competencies are captured in six core standards. Each standard describes in a few sentences what early childhood educators need to know and be able to do. It is important to note, then, that the expectation is not just that early childhood educators know something about child development and the science of effective learning—the expectation is more specific and complex. Each standard comprises three to five key competencies to clarify its most important features. These key competencies break out components of each standard, highlighting what early childhood educators need to know, understand, and be able to do. A supporting explanation tied to each key competency describes how **candidates** demonstrate that competency.

Leveling of the standards and competencies to

ECE I, II, and III: The recommendations in the *Unifying Framework* lay out three designations with associated scopes of practice for early childhood educators—ECE I, ECE II, and ECE III. Appendix A serves as a guide for the profession in articulating expectations for mastery of the standards and competencies at each level.

To find the resources listed in the Introduction and the following standards and competencies, please see Appendix D.

Professional Standards and Competencies for Early Childhood Educators: Summary

STANDARD 1

Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Professional Standards and Competencies for Early Childhood Educators

Becoming a professional early childhood educator means developing the capacity to understand, reflect upon, and integrate all six of these professional standards. It is the integrated understanding of the following that defines a professional early childhood educator:

- › Child development
- › Each individual child
- › Family and community contexts and other influences on individual development and the ability to build respectful reciprocal relationships with families and communities
- › The use of observation and assessment to learn what works for each child and for young children as a community learning together
- › The use of a repertoire of appropriate pedagogical practices
- › Early childhood curriculum
- › The application of professional knowledge, disposition, and ethics

To deepen their understanding of and ability to navigate complex situations, early childhood educators develop a habit of reflective practice, including integrating their knowledge and practices across all six standards in order to create optimal learning environments, design and implement curricula, use and refine instructional strategies, and interact with children and families whose language, race, ethnicity, culture, and social and economic status may be very different from educators' own backgrounds. It is this knowledge and practice that will allow teachers to transform a new group of babies in the infant room or a group of second graders on the first day of school into a caring community of learners.

STANDARD 1

Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Key Competencies and Supporting Explanations

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

Early childhood educators base their practice on the profession's current understanding of the developmental progressions and trajectories of children birth through age 8 and on generally accepted principles of child development and learning. They are familiar with current research on the processes and trajectories of child development, and they are aware of the need for ongoing research and theory building that includes multicultural and international perspectives.

Educators consider multiple sources of evidence (e.g., research, observations from practice, professional resources) to expand their understanding of child development and learning. Their foundational knowledge across multiple interrelated areas encompasses the physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development; early brain development, including executive function; and the development of learning motivation and life skills. They understand the roles of biology and environment; the importance of interactions and relationships; the critical role of play; and the impact of protective factors as well as the impact of stress and adversity on young children's development and learning. They know and can discuss the theoretical perspectives and research that ground this knowledge and continue to shape it.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.

Early childhood educators learn about each child through observation, open-ended questions, conversations, reflections on children's work and play, and reciprocal communication with children's families. They understand that developmental variations among children are normal, that each child's progress will vary across domains and disciplines, and that some children will need individualized supports for identified developmental delays or disabilities.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

Early childhood educators know that young children's learning and identity are shaped and supported by their close relationships with and attachments to adults and peers and by the cultural identities, languages, values, and traditions of their families and communities. Early childhood educators know that young children are developing multiple social identities that include race, language, culture, class, and gender, among others.

Educators recognize the benefits to children of growing up as bilingual/multilingual individuals and the importance of supporting the development of children's home languages.

Early childhood educators understand that all children and families are widely impacted by society's persistent structural inequities related to race, language, gender, social and economic class, immigration status, and other characteristics, which can have long-term effects on children's learning and development. They know that young children are more likely than any other age group to live in poverty, and they understand how poverty and income inequality impact children's development. Early childhood educators understand how trauma and stress experienced by young children and their families, such as violence, abuse, serious illness and injury, separation from home and family, war, and natural disasters, can impact young children's learning and development.

Early childhood educators also understand that early childhood programs are communities of learners that have the potential for long-term influence on children's lives. They recognize the role that early education plays in young children's short- and long-term physical, social, emotional, and psychological health and its potential as a protective factor in children's lives. They understand that they as early childhood educators, along with the social and cultural contexts of early learning settings, influence the delivery of young children's education and care.

1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. To support each child and build a caring community of children and adults learning together, early childhood educators engage in continuous decision making by integrating their knowledge of the following three aspects of child development: (a) principles, processes, and trajectories of early childhood development and learning; (b) individual variations in children’s development and learning; and (c) children’s development and learning in different contexts. Teachers apply this knowledge across all six standards presented here, as they build relationships with children, families, and communities; conduct and use child assessments; select and reflect upon their teaching practices; develop and implement curricula; and think about their own development as professional early childhood educators. In

doing so, they create learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive, and challenging for each young child by

- › Promoting children’s physical and psychological health, safety, and sense of security
- › Demonstrating respect for each child as a feeling, thinking individual and respect for each child’s culture, home language, individual abilities, family context, and community
- › Building on the cultural and linguistic assets that each child brings to the early learning setting
- › Communicating their belief in children’s ability to learn through play, spontaneous activities, and guided investigations, helping all children understand and make meaning from their experiences
- › Constructing group and individual learning experiences that are both challenging and supportive and by applying their knowledge of child development to provide scaffolds that make learning achievable and that stretch experiences for each child, including children with special abilities, disabilities, or developmental delays.

STANDARD 2

Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

Key Competencies and Supporting Explanations

2a: Know about, understand, and value the diversity of families.

Early childhood educators understand that each family is unique. They know about the role of parents (or those serving in the parental role) and about family development, the diversity of families and communities, and the many influences on families and communities. Early childhood educators have a knowledge base in family theory and research and the ways that various factors create the home context in young children's lives: social and economic conditions; diverse family structures, cultures and relationships; family strengths, needs and stressors; and home language and cultural values. They recognize that families who share similar socioeconomic and racial and/or ethnic backgrounds are not monolithic but are diverse in and of themselves. Early childhood educators understand how to build on family assets and strengths.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

Early childhood educators take primary responsibility for initiating and sustaining respectful and reciprocal relationships with children's families and other caregivers; they work with them to support young children's positive development both inside and outside the early learning setting. Teachers learn with and from families, recognizing and drawing on families' expertise about their children for insight into curriculum, program development, and assessment. Early childhood educators strive to honor families' preferences, values, childrearing practices, and goals when making decisions about young children's development and care. They share information with families about their children in ways that families can understand and use at home, using families' preferred communication methods and home languages as much as possible.

When collaborating with families, early childhood educators employ a variety of communication methods and engagement skills, including informal conversations when parents pick up and drop off children, more formal conversations in

teacher–family conference settings, and reciprocal technology-mediated communications, such as phone calls, texting, or emails. They help families and children with transitions at home, such as adapting to a new sibling, and with transitions to new services, programs, classrooms, grades, or schools. Early childhood educators reflect on their own values and potential biases in order to make professional decisions that affirm each family's culture and language(s) (including dialects) and that demonstrate respect for various family structures and beliefs about parenting.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Early childhood educators demonstrate knowledge about a variety of community resources and use them to support young children's learning and development and families' well-being. These might include community cultural resources, mental health services, early childhood special education and early intervention services, health care organizations, housing resources, adult education classes, adult courses in English as a second language, translation/interpretation services, and economic assistance resources. Educators help families to find high-quality resources and to partner with other early childhood experts (e.g., speech pathologists, school counselors), as needed, to support young children's development and learning.

Regardless of their own work settings, all early childhood educators contribute to building respectful, reciprocal partnerships with the various early learning programs and schools in their communities, as well as with community organizations and agencies, through activities such as sharing information about or organizing visits to libraries or museums, participating in community events, visiting fire houses, helping children get to know their neighborhood, and partnering with other programs and schools to support child and family confidence and continuity during transitions.

STANDARD 3

Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessment is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues.

Key Competencies and Supporting Explanations

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. Early childhood educators understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They are close observers of children. Educators understand that assessment is a positive tool that can build continuity in young children’s development and learning experiences. They understand that effective, evidence-based teaching is informed by thoughtful, ongoing systematic observation and documentation of each child’s learning progress, qualities, strengths, interests, and needs. They understand the importance of using assessments that are consistent with and connected to appropriate learning goals, curricula, and teaching strategies for individual young children. Early childhood educators understand the essentials of authentic and strengths-based assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands and assessment that is conducted by a speaker of the child’s home language—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools. Early childhood educators are familiar with a variety of formative, summative, qualitative, and standardized assessments. They know a wide range of formal and informal observation methods, documentation strategies, screening tools, and other appropriate resources, including technologies that facilitate assessments and approaches to assessing young children that help teachers plan experiences that scaffold children’s learning. Early childhood educators understand the strengths and limitations of each assessment method and tool. They understand the components of the assessment cycle and concepts of assessment validity and reliability as well as the importance of systematic observations, interpreting those observations, and reflecting on observations’ significance for and impact on their teaching.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

Educators embed assessment-related activities in the curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice. They create and take advantage of unplanned opportunities to observe young children in play and in spontaneous conversations and interactions as well as in adult-structured assessment contexts. Early childhood educators analyze data from a variety of assessment tools and use the data appropriately to inform teaching practices and to set learning and developmental goals for young children.

They understand assessment issues and resources, including technology, related to identifying and supporting young children with differing abilities, including children whose learning is advanced, those who are bilingual or multilingual learners, and children with developmental delays or disabilities. They seek assistance, when needed, on how to assess a particular child. This might mean reaching out to colleagues who can bring new understanding, experience, or perspective related to child and family ethnicity, culture, or language. For example, a bilingual colleague may be better prepared to successfully observe a child's receptive and expressive language skills, social interaction skills, and emerging reading skills in both the child's home language and second language.

Early childhood educators know about potentially harmful uses of inappropriate or inauthentic assessments and of inappropriate assessment policies in early education. If culturally or linguistically appropriate assessment tools are not available for particular young children, educators are aware of the limitations of the available assessments. When not given the autonomy to create or select developmentally appropriate, authentic assessments due to the setting's policies, such as the use of standardized, normative assessments in pre-K through grade 3 settings, early childhood educators exercise professional judgment and work

to minimize the adverse impact of inappropriate assessments on young children and on instructional practices. They use developmental screenings to bring resources and supports to children and families and to avoid excluding children from educational programs and services. They advocate for and practice asset-based approaches to assessment and to the use of assessment information.

Early childhood educators use assessment practices that reflect knowledge of legal and ethical issues, including confidentiality and the use of current professional practices related to equity issues. In order to ensure fairness in their assessments of young children, early childhood educators consider the potential for implicit bias in their assessments, their findings, and the use of their findings in creating plans for supporting young children's learning and development.

3d: Build assessment partnerships with families and professional colleagues. Early childhood educators partner with families and with other professionals to implement authentic asset-based assessments and to develop individualized goals, curriculum plans, and instructional practices that meet the needs of each child. They recognize the assessment process as collaborative and open, and they benefit from shared analyses and use of assessment results while respecting confidentiality and following other professional guidelines. They encourage self-assessment in children as appropriate, helping children to think about their own interests, goals, and accomplishments.

Early childhood educators particularly ensure that assessment results and the planning based on those results are conveyed using jargon-free explanations that are easily understood by families, teaching teams, and colleagues from other disciplines. Teachers recognize that their responsibility is to identify, but not diagnose, children who have the potential for a developmental delay or disability or for advanced learning. They know when to refer families for further assessment by colleagues with specialized knowledge in a relevant area. Early childhood educators participate as professional partners in Individualized Family Service Plan (IFSP) teams for children birth to age 3 and in Individualized Education Program (IEP) teams for children ages 3 through 8.

STANDARD 4

Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Key Competencies and Supporting Explanations

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. They understand that all teaching and learning are facilitated by caring relationships and that children's lifelong dispositions for learning, self-confidence, and approaches to learning are formed in early childhood. When working with young children, early childhood educators know that positive and supportive relationships and interactions are the foundation for excellence in teaching practice with individual children as well as the foundation for creating a caring community of learners.

They know that how young children expect to be treated and how they treat others is significantly shaped in the early learning setting. Early childhood educators understand that each child brings his or her own experiences, knowledge, interests, motivations, abilities, culture, and language to the early learning setting and that part of the educator's role is to build a classroom culture that respects and builds on this reality (Standard 1). They develop responsive, reciprocal relationships with individual babies, toddlers, and preschoolers and with young children in early school grades. As such, teaching practices might include

- › Integrating informal child observation throughout various routines and activities in the day and using those observations to learn about each child's strengths, challenges, and interests to guide

teachers' decisions about teaching strategies and curriculum implementation; and to build positive relationships with each child and between children

- › Providing a secure, consistent, responsive relationship as a safe base from which young children can explore and tackle challenging problems and can develop self-regulation, social and emotional skills, independence, responsibility, perspective-taking skills, and cooperative learning skills to manage or regulate their expressions of emotion and, over time, to cope with frustration, develop resilience, learn to take on challenges, and manage impulses effectively
- › Integrating young children's home languages and cultures into the environment and curriculum through materials, music, visual arts, dance, literature, and storytelling

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. Early childhood educators understand that teaching young children requires teaching skills and strategies that are responsive to and appropriate for individual children's ages, development, and characteristics and the social and cultural family contexts in which they live. They understand that differentiating instruction based on professional judgment about individual children or groups of young children—including children who use multiple

languages or dialects, children whose learning is advanced, and children who have developmental delays or disabilities in order to help them meet important goals is at the heart of developmentally appropriate practice.

Early childhood teachers understand the importance of both self-directed play and guided play, as well as the role of inquiry, in young children's learning and development across domains and in the academic curriculum. Early childhood educators are familiar with the types of play (e.g., solitary, parallel, social, cooperative, onlooker, fantasy, physical, constructive) and with strategies to extend learning through play across the full age and grade span of early education. They understand that play helps young children develop symbolic and imaginative thinking, peer relationships, language (both English and the home language), physical skills, and problem-solving skills.

Early childhood educators understand the importance of helping children develop executive function and life skills, including ability to focus, self-regulation, perspective taking, critical thinking, communicating, remembering, making connections, taking on challenges, cooperating, resolving conflicts, solving problems, moving toward independence, feeling confident, planning, and participating in self-directed, engaged learning in early childhood. They know that these skills are developed through supportive, scaffolded interactions with adults and are critical for school readiness and ongoing success. Early childhood educators know about learning and diverse motivation theories, environmental design, instructional design, and the appropriate and intentional use of technology and interactive media to enhance and improve access to learning.

As such, teaching practices might include

- › Differentiating instructional practices to respond to the individual strengths, needs, abilities, social identity, home culture, home language, interests, motivations, temperament, and positive and adverse experiences of each child
- › Setting challenging and achievable goals for each child across physical, social, emotional, and cognitive domains; helping children set their own goals, as appropriate; and adjusting support to scaffold and/or extend young children's learning

- › Stimulating and extending multiple forms of play as part of young children's learning to help them develop symbolic and imaginative thinking, peer relationships, social skills, language, creative movement, and problem-solving skills; play would include imitative play and social referencing in babies; solitary, parallel, social, cooperative, onlooker, fantasy, physical, and constructive play in toddlers, with increasing complexity and skills in preschool and early grades

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. Educators apply knowledge about ages, abilities, cultures, languages, interests, and experiences of individual and groups of young children in making professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines. All decisions about and use of instructional approaches and the learning environment are grounded in and promote positive, caring, and supportive relationships with and between young children.

While not exhaustive, the repertoire of practices to draw upon across the birth-through-age-8 early childhood period includes those addressed in 4a and 4b as well as the following practices:

Creating the physical and social environments

- › Arranging indoor and outdoor environments that are physically and emotionally safe
- › Using consistent schedules and predictable routines as part of the curriculum
- › Providing time, space, and materials to encourage child-initiated play and risk taking and allowing children space to roll, crawl, run, jump, exercise, and engage in both fine and gross motor activities
- › Designing teaching and learning environments that adhere to the principles of universal design for learning by incorporating a variety of ways for young children to gain access to the curriculum content, offering multiple teaching strategies to actively engage children, and including a range of formats to enable all children to respond and demonstrate what they know and have learned

- › Selecting materials and arranging the indoor and outdoor environments to create social and private spaces, offer restful and active spaces, designate spaces for fine and gross motor development, and create learning centers to stimulate inquiry, problem solving, practice, and exploration in foundational concepts in each curriculum area
- › Using interactive media and technology with young children in ways that are appropriate for individuals and the group, that are integrated into the curriculum, that provide equitable access, and that engage children in problem solving, creative play, and interactions as well as expanding their digital communication and information capabilities in a safe and secure manner
- › Using the environment and the curriculum to stimulate a wide range of interests and abilities in children of all genders, avoiding the reinforcement of gender stereotypes and countering sexism and gender bias
- › Engaging children as co-constructors of the environment to help them express and represent their interests and understandings, care for and take joy in nature, and develop positive approaches to learning, participating in school, and building relationships with peers and teachers

Advancing academic knowledge

- › Integrating informal child observation throughout various routines and activities in the day and using those observations to inform decisions about teaching strategies and curriculum implementation
- › Integrating early childhood curriculum content into projects, play, and other learning activities that reflect the specific interests of each child or of groups of children to help them make meaning of curriculum content and to incorporate playful learning from infancy through the early grades
- › Engaging in genuine, reciprocal conversations with children; eliciting and exploring children's ideas; asking questions that probe and stimulate children's thinking, understanding, theory-building, and shared construction of meaning; encouraging and affirming young children's self-expression while respecting various modes of communication; fostering oral language and communication skills; modeling desired behaviors and language; and providing early literacy experiences both in English and in children's home languages

Providing social and emotional support and positive guidance

- › Responding to stress, adversity, and trauma in young children's lives by providing consistent daily routines, learning the calming strategies that work best for individual children, anticipating individual children's difficult experiences and offering comfort and guidance during those experiences, supporting the development of self-regulation and trust, and seeking help from colleagues, as needed
- › Using varied approaches to positive guidance strategies for individual children and groups, such as supporting transitions between activities, modeling kindness and respect, providing clear rules and predictable routines, directing and redirecting behavior, and scaffolding peer conflict resolution to help children learn skills for regulating themselves, resolving problems, developing empathy, trusting in early childhood educators, and developing positive attitudes about school

Using culturally and linguistically relevant anti-bias teaching strategies

- › Becoming aware of implicit biases and working with colleagues and families to use positive and supportive guidance strategies for all children to help them navigate multiple home and school cultural codes, norms, and expectations and to prevent suspensions, expulsions, and other disciplinary measures that disproportionately affect young children of color
- › Incorporating accurate age-appropriate and individually appropriate and relevant information about ethnic, racial, social and economic, gender, language, religious, and LGBTQ+ groups in curriculum and instruction
- › Confronting and teaching about racism and other -isms as they arise in the classroom and on the playground and addressing biases and stereotypes in books and other resources used in the classroom in ways that are developmentally appropriate for toddlers, preschoolers, and children in early grades
- › Using the home languages of children, as appropriate, in the classroom to help them learn the content at the same level as their English-speaking peers and to allow them to use all of their linguistic assets to learn, and differentiating instruction for dual language learners to ensure they learn the content while they are learning English

STANDARD 5

Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, methods and tools of inquiry, and structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Key Competencies and Supporting Explanations

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. Early childhood educators know how to continuously update and expand their own knowledge and skills, turning to the standards of professional organizations in each content area and relying on sound resources for their own development, for curriculum development, and for selection of materials for young children in the following disciplines.

Early childhood educators understand that

- › Language and literacy learning are foundational not just for success in school but for lifelong success in communication, self-expression, understanding of the perspectives of others, socialization, self-regulation, and citizenship. Early childhood educators know that listening, speaking, reading, writing, storytelling, and visual representation of information are all methods of developing and applying language and literacy knowledge and skills. They understand essential elements of language and literacy, such as semantics, syntax, morphology, and phonology, and of reading, such as phonemic awareness, phonics decoding, word recognition, fluency, vocabulary, and comprehension. Early childhood educators understand the components and structures of informational texts and of narrative texts, including theme, character, plot, and setting. They are aware that oral language, print, and storytelling are similar and different across cultures, and they are familiar with literature from multiple cultures.
- › The arts—music, creative movement, dance, drama, visual arts—are primary media for human communication, inquiry, and insight. Educators understand that each of the arts has its own set of basic elements, such as rhythm, beat, expression, character, energy, color, balance, and harmony. They are familiar with a variety of materials and tools in each of the arts and with the arts' diverse styles and purposes across cultures. Educators know that engagement with the arts includes both self-expression and appreciation of art created by others. They value engagement in the arts as a way to express, communicate, and reflect upon self and others and upon culture, language, family, community, and history.
- › Mathematics is a language for abstract reasoning and critical thinking and is used throughout life to recognize patterns and categories, to make connections between what is the same and what is different, to solve real-world problems, and to communicate relationships and concepts. Early childhood educators are familiar with the concepts that underlie counting and cardinality and number and operations. They understand algebraic and geometric concepts such as equal/not equal, lines and space, and estimation and measurement. They know that the tools for mathematical inquiry include observation, comparison, reasoning, estimation and measurement, generation and testing of theories, and documentation through writing, drawing, and graphic representation.

- › Social studies is a science used to understand and think about the past, the present, and the future and about self and identity in society, place, and time. Early childhood educators know that the field of social studies includes history, geography, civics, economics, anthropology, archeology, and psychology—and that all of these areas of inquiry contribute to our ability to make meaning of our experiences, think about civic affairs, and make informed decisions as members of a group or of society. They are familiar with central concepts that include social systems and structures characterized by both change and continuity over time; the social construction of rules, rights, and responsibilities that vary across diverse groups, communities, and nations; and the development of structures of power, authority, and governance and related issues of social equity and justice. They know that oral storytelling, literature, art, technology, interactive media, artifacts, and the collection and representation of data are all tools for learning about and exploring social studies.
- › Science is a practice that is based on observation, inquiry, and investigation and that connects to and uses mathematical language. Early childhood educators understand basic science concepts such as patterns, cause and effect, analysis and interpretation of data, the use of critical thinking, and the construction and testing of explanations or solutions to problems. They are familiar with the major concepts of earth science, physical science, and the life sciences. They are familiar with and can use scientific tools that include, for example, technology, interactive media, and print to document science projects in text, graphs, illustrations, and data charts.
- › Technology and engineering integrate and employ concepts, language, principles, and processes from science and mathematics to focus on the design and production of materials and devices for use in everyday life, school, the workplace, and the outdoor environment. Early childhood educators know that, from zippers to bridges to computers and tablets to satellites, technology and engineering have a significant impact on society and culture. They are familiar with technology and engineering tools and inquiry methods, including imagining, data gathering, modeling, designing, evaluating, experimenting, and modifying.
- › Physical education, health, and safety have significant effects on children’s current and future quality of life. Early childhood educators understand development of fine and gross motor skills; neurological development, including executive function; and the relationship of nutrition and physical activity to cognitive, physical, social, and emotional well-being in young children. They know that the components of physical education include spatial

awareness, agility, balance, coordination, endurance, and force. They know about health and safety guidelines and practices for the prevention and management of common illnesses, diseases, and injuries, and they know how to promote wellness in adults and children. Educators are able to find and stay current in health, safety, and risk management standards and guidelines for young children from birth through age 8. They are familiar with the processes that help children develop fundamental competence, skillful practices, and fitness in physical education, including participation in games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, and individual performance activities.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

This includes children’s common conceptions and misconceptions in content areas. Early childhood educators know how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigation and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area. They know about and can access professional instructional resources, including those available from professional associations representing various disciplines. They understand early learning trajectories and related developmentally and culturally appropriate teaching and assessment strategies for each area of the early childhood curriculum.

Early childhood educators know that children learn and develop in each curriculum area from birth and that learning in each area increases in complexity during preschool and the early grades. Teachers understand the connections between young children’s learning in and across disciplines and teachers’ knowledge and practices described in Standards 1 through 4 and that young children learn in each of these content areas simultaneously, exploring and integrating them into their play, projects, and conversations. Early childhood educators can sequence goals, and they know related strategies to grow young children’s learning in each discipline, understanding that

- › Language and literacy learning (oral and written, expressive and receptive)—beginning with early gestures, vocalizations, babbling, single words, scribbling, book handling, and dramatic play— are the foundation for the acquisition of phonemic and phonological awareness, vocabulary, grammar, and reading. They know that children develop understanding

of the concept of print, with progressive understanding that print carries meaning and has directionality and that letters represent sounds and compose words, which compose sentences and support development of the writing process. Early childhood educators are familiar with young children's literature—both narrative and informational texts—and know how to select and use books in interactive and responsive ways, based on children's developmental, cultural, and linguistic needs and interests.

- › Teachers have a deep understanding of the bilingual language development process in young children, including the strong role the home language plays as a foundation for academic success and the damaging effects of home language loss. They are aware that bilingual and multilingual development benefits young children's learning and development and that teachers need to foster home language development as children are exposed to English. They know strategies for supporting the development of the home language in both the classroom and at home, and they encourage the development of multiple languages for all children.
- › The arts—music, creative movement, dance, drama, visual arts—are a primary vehicle for young children's expression and exploration of their thoughts, ideas, and feelings, facilitating connections across the arts and to other curriculum areas and developmental domains. Teachers know that creative and skillful expression and appreciation of the arts develop from birth and throughout this age range, from melodic babbling to singing, from scribbling to drawing, from bouncing to dancing, from pretend play to dramatic performance, script writing, and characterization. Teachers are familiar with a range of materials, techniques, and strategies to foster children's appreciation of the arts and their confident, creative participation in the arts. They also recognize the arts as an important pathway to learning across the curriculum, especially as young children develop competence in language, literacy, mathematics, social studies, and science.
- › Mathematics begins with the development of prenumeracy and early numeracy skills, such as recognition of faces and shapes, visual matching, knowledge of numbers, visual recognition of numbers, ordering, sorting, classifying, sequencing, one-to-one correspondence, visual and physical representation of objects, and relationships between objects, including understanding similarities and differences. Early childhood educators have a grasp of mathematical language and know the importance of modeling it and of fostering positive mathematical dispositions in each child. They know the expected trajectories of mathematical learning, including common misconceptions and errors. They use

this knowledge to select scaffolding strategies to advance children's development of mathematical understanding. They know that children learn mathematical thinking through active exploration, conversations, observation, and manipulation of both natural and manufactured materials. They know that play, stories, music, dance, and visual arts can all be used to illustrate and discuss mathematical ideas in ways that are more meaningful to young children than isolated, abstract exercises.

- › Social studies knowledge develops from birth with the gradual understanding of self and others, individuals and families, neighborhoods and communities, time and patterns of time, and past/present/future, and with an awareness of one's own and others' cultures. Over time, social studies develops into the intentional study of history, geography, economics, civics, and politics. Early childhood educators are familiar with strategies to help young children in preschool and early grades learn perspective-taking skills, explore ideas of fairness, reflect on the past, experience the present, and plan for the future. They are familiar with some of the emerging understandings and misconceptions related to these and other areas of the curriculum that preschoolers and children in early grades are likely to have. They know about developmentally appropriate strategies, materials, and activities, including the use of pretend play, games, stories, field trips, and the arts to grow young children's increasing understanding of the social world and to counter biases and fears in the context of a caring community of learners.
- › Scientific inquiry develops naturally in young children as they observe, ask questions, and explore their world. Early childhood educators understand the importance of providing opportunities for very young children to engage in sensory exploration of their environments and of supporting their progressive ability to ask questions, engage in scientific practices, collect data, think critically, solve problems, share ideas, and reflect on their findings. Teachers are familiar with materials that help young children conduct experiments, represent theories and ideas, document findings, and build confidence in and positive dispositions toward science.
- › Technology and engineering concepts are explored as young children play with cause and effect, fitting and stacking, dropping, pushing, and pulling physical objects. Young children's abilities and understanding develop further as they build increasingly complex structures, perhaps experimenting with balance, stability, speed, and inclines in the block corner, dramatic play area, and outdoors. Early childhood educators model the use of science and the language of mathematics to develop children's imaginations, curiosity, and wonder. They know that asking

good questions and encouraging young children to express and test their own ideas are often more effective teaching strategies than providing direct information and “right” answers. Knowing that young children have been born into the digital age, educators use technology inside and outside of the classroom and supervise young children in the appropriate use of technology in play and in learning.

- › Physical activity, physical education, health, and safety are important parts of the curriculum for young children and are essential to their well-being. Early childhood educators know that young children “learn by doing” across disciplines, and that active physical play helps brain development and is a primary means for children to learn about themselves, others, and the world. Teachers understand the learning progression of movement skills, from infancy (e.g., roll, crawl, creep) through preschool age (hop, throw, bend, stretch) to the early grades (e.g., engagement in organized and more complex team and individual sports and dance)—skills that lay the foundation for a lifetime of enjoying physical activity.
- › Early childhood educators provide opportunities for children to develop and maintain health-enhancing physical fitness, attain knowledge of movement concepts, and develop mature fundamental movement skills. They intentionally plan daily adult-led physical activities and unstructured physical activities that will facilitate the maximum participation of all children. They know the importance of healthy daily routines and daily practice of basic skills and habits related to active and quiet times, meals, rest, and transitions in early childhood settings. They are familiar with young children’s need for movement, play, rest, safety, and nutrition and with individual and cultural variations in practices to meet these needs. They know developmentally effective ways to help older children think about, express, and reflect on their needs and their choices in this area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. Early childhood educators use their understanding of preschool and early elementary standards, their content knowledge, and their pedagogical knowledge, along with experiences and cultural assets that young children and their families bring, to create an integrated curriculum that makes connections across content areas through play and projects. The curriculum includes both planned and responsive experiences that are individualized to be developmentally appropriate, meaningful, engaging, and challenging for each child and that reflect cultural and linguistic diversity.

Early childhood educators make and implement decisions about offering meaningful, challenging curricular activities for each child, using observation and assessment to scaffold new learning in each academic discipline. They design or select a developmentally and culturally relevant curriculum that avoids and counters cultural or individual biases and stereotypes and that fosters a positive learning disposition in each child in all areas of the curriculum. Early childhood educators engage in continuous development of their own abilities in each content area, drawing on the resources of professional organizations and engaging in professional development (such as postsecondary education) to improve their knowledge and skills in each discipline.

Early childhood educators encourage and grow every child’s interests and abilities in each academic discipline, countering gender, ability, racial, ethnic, and religious biases that can limit children’s opportunities and achievements. Early childhood educators help children reflect upon and learn from their mistakes, fully understanding that making mistakes and learning from them in positive ways fuels learning. Early childhood educators foster each child’s sense of efficacy and their ability to make choices and decisions, to develop their own interests and learning dispositions, and to gradually gain a sense of control, intention, and autonomy in their environment.

Early childhood educators apply what they have learned about curriculum content and about pedagogy—how young children learn and what teaching strategies are most likely to be effective, based on children’s development as individuals and as participants in groups. For example, educators of infants and toddlers model and responsively support development of early language, scribbling, music, and movement; sense of self and others; understanding of past, present, and future; knowledge of number and patterns; and development of inquiry skills and discovery. Educators of children in preschool through early grades model engagement in challenging subject matter and support children’s acquisition and exploration of increasingly complex knowledge. They respond to the developmental needs of individual children, building their confidence as young readers, writers, artists, musicians, mathematicians, scientists, engineers, dancers, athletes, historians, economists, and geographers and as young citizens of a caring learning community. In developing curricula, educators use their solid knowledge in each curriculum area while also helping individual children construct knowledge in personally and culturally meaningful ways.

STANDARD 6

Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Key Competencies and Supporting Explanations

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. Early childhood educators understand the profession's distinctive values, history, knowledge base, and mission, as well as the connections between the early childhood education profession and other related disciplines and professions with which they collaborate while serving young children and their families. They know that equity in education begins in early childhood and that early childhood educators have a special opportunity and responsibility to advance equity in their daily classroom work with children and their work with families and colleagues.

They are aware of the broader contexts, challenges, current issues, and trends that affect their profession and their work, including challenges related to compensation and financing of the early education system; trends in standards setting and assessment of young children; and issues of equity, bias, and social justice that affect children, families, communities, and colleagues. Early childhood educators embrace their responsibility as advocates to strive to improve the lives of young children and their families as well as the lives of those serving in the profession. They engage in advocacy in early learning settings and at wider levels—such as in local, state, federal, or national contexts—and have a basic understanding of how public policies are developed.

6b: Know about and uphold ethical and other early childhood professional guidelines. Early childhood educators have a compelling responsibility to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards because young children are at a critical point in their development and learning and because children are vulnerable and cannot articulate their rights and needs. Teachers know about and understand the NAEYC Code of Ethical Conduct and are guided by its ideals and principles. They know how to use the Code to analyze and resolve professional ethical dilemmas and can give defensible justifications for their resolution of those dilemmas. They uphold high standards of confidentiality and privacy, sensitivity, and respect for young children and their families and for their colleagues.

Early childhood educators can find and use professional guidelines, such as national, state, and local child care regulations, and special education standards and regulations, and professional health and safety practices. They uphold their professional obligation to report child abuse and neglect, and their practice is informed by the position statements of their professional associations. They know and follow relevant federal and state laws protecting the rights of young children with developmental delays or disabilities, including the federal Americans with Disabilities Act (ADA), Section 504, and Individuals with Disabilities Education Act (IDEA).

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

Early childhood educators use professional communication skills to understand and apply the standards and competencies in this position statement, work effectively with families and colleagues, and facilitate their own professional development including their academic success when pursuing postsecondary education. These skills include competency in formal and informal speaking and in listening, reading, and writing. Early childhood educators use appropriate, grammatically correct language, and their written communications are clear and understandable, with few errors. Early childhood educators employ the most respectful, sensitive, and effective communication techniques: attentive listening with young children, families, and colleagues; skillful and empathetic dialogue with families about their children’s development; a translator or other resource for exchanges with speakers of languages other than English; use of technology-mediated strategies for communication, where appropriate; and assistive technology tools with children and adults, as needed. Early childhood educators know that developing, enhancing, and improving their communication skills is an ongoing process.

6d: Engage in continuous, collaborative learning to inform practice.

An attitude of inquiry is evident in early childhood educators’ writing, discussions, and actions. They demonstrate self-motivated, purposeful learning, and they actively investigate ways to improve their practice, such as engaging in classroom-based research, participating in conferences and workshops, providing or receiving mentorship, and finding evidence-based resources. Early childhood educators know how to participate in reflective and supportive supervision, both as supervisors and as recipients of supervision. In the case of the former, they have skills related to conducting performance evaluations, providing guidance to supervisees, identifying professional development needs, understanding personnel policies in early learning settings, and developing supervisees’ professional behaviors and addressing their unprofessional behaviors. Early childhood educators receive and act on feedback from their supervisors, seek assistance when they need it, and consistently carry out the responsibilities of their jobs. Early childhood educators partner with other members of their teaching team, recognizing the importance of respectful, cooperative relationships and shared responsibilities between all members of the team when interacting with children and families and with each other.

Educators engage in collaborative learning communities and professional learning networks with early childhood educators and with others in related disciplines and professions, working together on common challenges and exchanging ideas to benefit from one another’s perspectives and expertise. They recognize that while early childhood educators share the same core professional values, their professional knowledge base is constantly evolving and that dialogue and attention to differences is part of the development of new shared knowledge. They know where to find and how to use resources and when to reach out to early education colleagues within and across professions. They work collaboratively with colleagues in their early learning settings and in other professional disciplines to support individual children and their families, including, but not limited to, IFSP and IEP teams. They stay current in the field and realize that, through their own research and practice, they can contribute to expanding the profession’s knowledge base.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Early childhood educators examine their own practice, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry. They make intentional professional judgments each day, based on knowledge of young children’s development and learning, of individual children, and of the social and cultural contexts in which children live. Using supervisors’ and peers’ feedback, they reflect on their daily practice and analyze their work with young children in a broader context to modify and improve it.

Early childhood educators consider multiple sources of evidence and knowledge in decision making, including new and emerging research, professional learning, experience and expertise, and the interests, values, needs, and choices of the children, families, and communities they serve. They consider how their own social and cultural contexts and implicit biases may influence their practice and equity in their early learning settings as they strive to provide effective supports for each and every child.

As reflective practitioners, early childhood educators know that managing their own resilience, self-efficacy, mental health, and wellness is critical to the effectiveness of their work, particularly when addressing challenging behaviors. They take responsibility for their own well-being and have strategies to manage the physical, emotional, and mental stress inherent in their profession in order to be healthy and to engage effectively and empathetically with children and families.

Recommendations for Implementation

Early Childhood Educator Professional Preparation Programs

1. **Align preparation programs with these standards and competencies and with associated leveling**

The standards and competencies should serve as the core learner outcomes for early childhood educator professional preparation programs. Learning opportunities within programs, including field experiences, should be designed and scaffolded to develop candidates' understanding and application of the competencies. With this revision, professional preparation programs should carefully consider which early childhood educator designation (ECE I, II, or III) they are preparing candidates for (see Appendix A for leveling recommendations) and ensure that the level of mastery of standards and competencies aligns with the breadth and depth of competency mastery in the *Unifying Framework*¹ developed through Power to the Profession. The expectation is that every early childhood professional preparation program prepares candidates to work with children birth through age 8; some programs, though, might include an emphasis on or specialization in a particular age group or early learning setting.

2. **Ensure faculty are qualified to teach candidates in the standards and competencies**

Faculty in early childhood educator professional preparation programs should have advanced degrees and professional experience related to their teaching assignments. Faculty who teach education methods courses should have experience teaching in programs for young children as well as have current knowledge of child and adult development and the science of learning. Faculty also gain expertise through career-long participation in professional activities and memberships in professional organizations.

3. **Promote standards, not standardization**

Professional preparation programs should be responsive to their local workforce needs, their community contexts, and their institutions' missions. These standards and competencies are intended to provide a vision of excellence—not to constrict innovative responses to the needs of young children and their families or to current and prospective early childhood educators. This position statement promotes standards for—not standardization of—preparation of early childhood educators. The standards and competencies and accompanying leveling recommendations are meant to serve as a framework for professional preparation program design.

4. **Ensure that standards and competencies and leveling facilitate transfer and articulation**

Professional preparation programs should incorporate the leveling recommendations (see Appendix A) for the standards and competencies to facilitate articulation and transfer and distinguish the depth and breadth of the standards and competencies at each professional preparation program level. These standards and competencies and their associated leveling can be used to support the progression of professional competency through professional preparation programs and to develop articulation agreements and stackable, portable credentials that increase workforce diversity, equity, and access to new career opportunities.

5. **Ensure that a mix of general education courses and education methods courses offer candidates the necessary content knowledge to meet expectations in Standard 5 and to demonstrate their application of all standards and competencies**

In partnership with professional preparation program accrediting bodies/recognizing bodies, consider the general education content knowledge and education methods courses necessary to support mastery of Standard 5 at each early childhood educator designation (ECE I, II, and III).

6. Commit to advancing equity and diversity

Professional preparation programs should work to ensure that they reflect principles of equity and diversity throughout all aspects of their curricula. This includes ensuring that professional preparation programs provide field experiences that give candidates opportunities to work effectively with diverse populations; employ a

diverse faculty across multiple dimensions, including but not limited to race and ethnicity, language, ability, gender, and sexual orientation; and allow time and space to foster a learning community among administrators, faculty, and staff, with opportunities for reflection and learning regarding cultural respect and responsiveness, including potential issues of implicit bias.

Higher Education Accreditation

1. Ensure that professional preparation programs are preparing candidates across as well as within standards and competencies

Accreditation of early childhood educator professional preparation programs must require evidence from those programs that learning opportunities facilitate candidates' mastery of the standards and competencies and that the programs are evaluating candidates' mastery of these.

2. Ensure that professional preparation program design and infrastructure facilitate candidates' mastery of the standards and competencies

While the learning opportunities and assessment of candidates' knowledge and practice should be the central focus of accreditors, it is also important for accrediting bodies to evaluate the program design and infrastructure that facilitate high-quality learning opportunities and effective assessments related to the standards

and competencies. Evidence of a program's mission, responsiveness to local context, faculty qualifications and responsibilities, institutional resources (such as budgets, technology, and libraries), academic and nonacademic supports for candidates, field experiences, course design and sequencing, and teaching quality should contribute to the accreditation decision.

3. Ensure that professional preparation programs are aligned with the leveling in the position statement

Expectations for meeting accreditation standards should align with the leveling of the standards and competencies recommended in this position statement (Appendix A). In particular, the learning opportunities and related assessments of professional preparation programs should be evaluated against the recommended leveling of competency mastery.

Early Learning Programs

1. Ensure that standards and competencies are reflected in early childhood educators' responsibilities and levels of autonomy in early learning settings

Early childhood educators should be given appropriate autonomy in their settings to make sound professional judgments that align with their level of mastery of these standards and competencies.

2. Ensure job candidates have completed the appropriate level of professional preparation needed for the early childhood educator positions they seek

Early learning programs hiring teachers should require completion of a professional preparation program for job candidates, with preference for professional preparation

programs that have demonstrated alignment with these standards and competencies through accreditation. Qualifications for specific positions should be based upon the scope of practice and associated level of mastery of the standards and competencies for the appropriate early childhood educator designation — ECE I, II or III — for the position.

3. Design and support professional development that advances early childhood educators' mastery of the standards and competencies

Early learning programs should create respectful professional growth plans aligned with the standards and competencies in order to broaden and deepen their staffs' mastery of the standards and competencies. Early learning programs should contribute to the preparation of future

early childhood educators by serving as field sites where emerging professionals can develop their knowledge, skills, and dispositions under the mentorship of experienced early childhood educators. These programs should also provide professional development opportunities for their staffs—particularly through coaching and mentoring—in order to advance staff’s understanding and application of

the standards and competencies. Professional development should strengthen early childhood educators’ ability to engage in reflective practice.

4. Design and conduct evaluations aligned with the standards and competencies

Early childhood educators should be supported and be held accountable for practices aligned with the appropriate level of mastery of these standards and competencies.

Federal, State, and Local Policies

1. Align all early childhood workforce supports with the standards and competencies

The standards and competencies should inform all policies and systems that address early childhood workforce recruitment, development, and retention. These policies and systems include states’ professional standards, professional preparation programs, licensing and certification bodies, induction/mentoring/coaching programs, legislative policies, leadership in early learning programs, financing of the workforce, working conditions, and professional networks and associations. In adopting the standards and competencies, states may need to expand them to address state and local priorities and contexts.

2. Elevate professional preparation programs designated and accredited by the early childhood education profession as the core pathway for individuals to be prepared in the standards and competencies

Policies should elevate the professional preparation programs that are designated by the profession as the core pathways for individuals who are preparing to be early childhood educators or who are advancing their early childhood education credentials.² Given the breadth and depth of the standards and competencies and the need for early childhood educators to have deep knowledge and understanding of, as well as applied practice in them, these pathways are best positioned to prepare early childhood educators.

Policies and resources should ensure that all individuals are provided equitable opportunities to access and progress seamlessly through these pathways.

3. Align early childhood educator licensure, certification, and credentialing with the standards and competencies

Early childhood educator licensure, certification, and credentialing systems should ensure that all young children, birth through age 8, have access to educators with a sound understanding of and skills in using the Professional Standards and Competencies for Early Childhood Educators. States should develop timelines and benchmarks for advancing the education credentials of the entire early childhood workforce, along with associated compensation increases.

4. Build professional development and QRIS systems that align with the standards and competencies

Content of professional development systems and QRIS (quality rating and improvement systems) should be driven by the standards and competencies and recommended leveling for each early childhood educator designation.

5. Adequately finance the early childhood education workforce so that every early childhood educator is prepared in the professional standards and competencies

Financing should be targeted to individuals seeking to attain or advance their knowledge and application of the standards and competencies included in this position statement and to the professional preparation programs that seek to demonstrate or have already demonstrated alignment with the standards and competencies through earning and maintaining accreditation. Early childhood educators who demonstrate effective practice in the competencies should be fairly compensated.

Researchers

1. Create research agendas that examine the connections between the standards and competencies and their impact on young children’s development and learning

Ongoing research is needed to more directly connect how the standards and competencies facilitate young children’s development and learning. In addition, the field would benefit from more applied research through partnerships between the research community and the practice community.

2. Identify key features of design, content, field experiences, assessments, and more, in professional preparation programs that effectively prepare candidates in the standards and competencies

The research community can play an important role in helping the profession better understand how features of professional preparation programs develop candidates’ understanding of the standards and competencies. In addition, this research should advance the field’s understanding of the educator preparation program landscape and the availability and effectiveness of faculty development and pipelines.

3. Inform the profession about new research on young children’s development, educator quality, and dimensions of effective teaching that will influence the next revision of the standards and competencies

Given that the research and practice that inform the early childhood educator standards and competencies are always evolving, the research community plays an important role in leading and synthesizing the most relevant and informative research on child development across multiple social, cultural, and linguistic contexts; educator quality; effective teaching; and so forth, to incorporate into the next iteration of the standards and competencies.

Leveling of the Professional Standards and Competencies by ECE Designation

This Leveling of the *Professional Standards and Competencies for Early Childhood Educators (Professional Standards and Competencies)* is a first iteration that will change over time as new knowledge about how young children develop and learn emerges as well as knowledge about effective early childhood educator practice; as distinctions in content between the programs preparing ECE I, ECE II and ECE III practitioners become clearer and more consistent; and as the scopes of practice for each practitioner designation are refined and updated to reflect the context of the profession at that time.

The Leveling is not a replacement for the *Professional Standards and Competencies* but rather serves as a companion document. While the Leveling addresses every standard, it does not address every aspect of each key competency within a standard.

The *Unifying Framework for the Early Childhood Education Profession (Unifying Framework)* generated through Power to the Profession lays out an audacious vision for an “effective, diverse, well-prepared, and well-compensated workforce” so that each and every young child has access to high quality early childhood education and care. Included in this vision is that every early childhood educator with lead responsibilities has an early childhood bachelor’s degree, in recognition of the advanced knowledge and skills the degree brings as well as of the status it confers on the individual and the profession. At the same time, the Unifying Framework lifts up the critical value and unique contributions of early childhood educators who have acquired their competencies through such opportunities as a CDA credential and a high-quality early childhood associate degree.

The *Unifying Framework* also recognizes the current realities of the early childhood education workforce. Many educators in our field have gained deep knowledge and expertise through experience. Half of the early childhood workforce doesn’t have a postsecondary credential. Policies across and within states and across and within early learning settings vary widely. Early childhood educators face significant barriers to accessing professional preparation programs. The content within and across professional preparation programs varies widely.

Hence the recommendations in the *Unifying Framework* serve as a bridge to support the workforce in moving from the current reality to the audacious vision. In this vein, the Unifying Framework recommends three designations of early

childhood educators (ECE I, ECE II, and ECE III), each with a distinct, meaningful scope of practice and associated level of preparation. Individuals at each designation are expected to have mastery of the standards and competencies so that they can effectively work within their scope of practice. As such, the Leveling describes the expectations for early childhood educators’ mastery of the standards and competencies across the ECE designations.

How the Leveling Will be Used

The Leveling is meant to be a guide to help the early childhood education ecosystem (e.g. practitioners, professional preparation programs, accreditors, licensing bodies, etc.) understand the level of knowledge and skills related to the standards and competencies they need to master or support in their professional roles. These include informing:

- › the knowledge and skills early childhood educators need to have in order to effectively carry out their scope of practice
- › the content, assessments, and field experiences in professional preparation programs
- › the content in licensure assessments
- › professional development offered by employers or through state professional development systems
- › state early childhood educator competencies
- › how early childhood accrediting/recognition bodies evaluate professional preparation programs

Members of the early childhood education ecosystem will need to build on the leveling to further define and support competence at each level as it relates to their professional responsibilities. For example, accreditors of professional preparation programs might work with higher education to designate general education requirements that would support

individuals in gaining competency in Standard 5 *Knowledge, Application and Integration of Academic Discipline Content in the Early Childhood Curriculum* for the ECE I, II, and III designations. Accreditors and professional preparation programs might also set requirements for programs related to field experiences at each designation level.

How to Read the Leveling Chart

The Leveling Chart describes expectations for mastery of the Professional Standards and Competencies across the ECE I, II and III designations for each Key Competency within each standard. It focuses on important areas within the Professional Standards and Competencies that need to be distinguished across the designations and includes examples of where distinguishing across the designations is not critical. For the latter, these similarities are primarily based on hours of content exposure in early childhood education professional preparation programs throughout the standards and competencies as well as the scopes of practice outlined in Decision Cycles 3,4,5 and 6 of Power to the Profession. While every key competency of each standard is included in the Leveling Chart, not every aspect of each key competency is “leveled”.

The expectations for the mastery of standards and competencies build on each designation. In other words, ECE II practitioners are expected to know and practice what is described for the ECE I designation as well as what is described for the ECE II designation. Likewise, ECE III practitioners are expected to know and practice what is described for the ECE I and ECE II designations in addition to what is described for the ECE III designation. In some cases, there may be a blank space in a box. This indicates that an individual with that ECE designation is not expected to have the knowledge or skills related to a particular aspect of the Key Competency.

The scopes of practice for each ECE designation determine the necessary depth and breadth¹ of mastery of the *Professional Standards and Competencies*. The chart below provides an underlying explanation for the distinctions between ECE I, ECE II, and ECE III designations based on the recommendations generated in Decision Cycles 3,4, 5 and 6 of Power to the Profession.² For each designation the level of responsibilities within the scopes of practice increases related to whether the practitioner has support or lead responsibilities for working with young children, birth through age eight, in selecting and administering assessments, implementing curriculum, working in complex practice environments and having supervisory capacity. As noted in the following chart, one of the differentiating factors between designations is that those with ECE I designations implement the standards and competencies in their practice under the supervision of those with ECE II and ECE III designations. Thus, ECE II and ECE III designations have supervisory roles related to supporting those with ECE I designations and ECE II designations (in the case of ECE IIs who work in public PreK-grade 3 settings) in applying the standards and competencies in their practice.

Mastery of the competencies is gained across a professional learning continuum that includes professional preparation as well as ongoing professional development throughout early childhood educators’ careers. Professional preparation programs, particularly in institutions of higher education, include programs of study that address a broad array of content beyond early childhood education. As individuals progress through the ECE I, II, and III professional preparation programs, the level of depth and access to this content grows. The Leveling, though, only addresses early childhood content knowledge and skills as laid out in the *Professional Standards and Competencies for Early Childhood Educators*.

1 The “depth” of a standard refers to “know-understand-do” continuum within each component of the standard (i.e. the cognitive demands outlined in the standard). “Breadth” refers to the different components that come together to make up the content of a standard—e.g., in Standard 2 there is a focus on families as well as communities; in Standard 5 various content areas are included; in Standard 6, advocacy is part of identifying as a profession. Professionals who demonstrate the breadth of a standard go beyond demonstrating individual components in isolation; instead, there are sufficient opportunities in their preparation and/or practice to provide assurance about their proficiency related to the full continuum of the standard.

2 Recommendations from Decision Cycles 3,4,5+6 designate three primary categories of professional preparation programs. In particular, ECE II and ECE III programs are housed within higher education institutions. Other qualifying professional preparation programs, particularly non-degree-awarding programs or programs in freestanding institutions, will also be incorporated, as needed, when the Unifying Framework is implemented. ECE III professional preparation programs include both early childhood baccalaureate and initial early childhood master’s degrees. Initial master’s degree programs refers to programs preparing individuals for their first roles as early childhood educators. These are not referencing master’s degree programs that prepare individuals as advanced practitioners and or prepare individuals for specializations within the early childhood education profession.

	ECE I	ECE II	ECE III
Expectations during preparation regarding depth of mastery of the competencies	Professional Certificate/ Credential Program (at least 120 hours) completers are <i>introduced</i> to all professional standards and competency areas but are not expected to know and apply the full depth and breadth of them across the birth through age 8 continuum and settings.	Associate degree graduates know and apply the depth and breadth of all professional standards and competencies areas across the birth through age 8 continuum and settings, <i>with a dedicated focus on young children in birth through age 5 settings.</i>	Bachelor’s degree graduate or Master’s degree graduate (initial prep) know and apply the breadth and depth of all professional standards and competencies across the birth through age 8 continuum and settings
Expectations regarding responsibilities for practice	Birth–age 8 Settings: Professional Training Program (at least 120 hours) completers can <i>help</i> develop and sustain high-quality development and learning environments. Completers can serve as effective members of early childhood education teaching teams.	Birth-age 5 Settings: * Associate degree graduate can be responsible for developing and sustaining high-quality development and learning environments with <i>staffing models that provide frequent access to ECE IIIs for guidance.</i> Kindergarten*–age 8 Settings: Associate degree graduate can <i>help</i> develop and sustain high quality development and learning environments. Associate degree graduate can serve as effective members of ECE teaching teams and <i>can guide the practice of ECE I.</i> <i>* In state-funded preschool programs (as defined by NIEER), provided in mixed delivery settings and explicitly aligned with the K–12 public school system, ECE II graduates can serve in the support educator role. ECE III graduates must serve in the lead educator role</i>	Birth–age 8 Settings: Bachelor’s degree graduate or Master’s degree graduate (initial prep) can be responsible for developing and sustaining high-quality development and learning environments. Bachelor’s degree graduate or Master’s degree graduate (initial prep) can serve as effective members of ECE teaching teams and can guide the practice of ECE I’s and II’s.

	Preparation Program Progression		
	ECE I	ECE II	ECE III
General Education Content	○	●	●
ECE Content (0–5)	●	●	●
ECE Content (K–3)	●	●	●
Pedagogy and other non-ECE focused education courses/content	●	●	●
Integration of disciplinary and ECE content knowledge	●	●	●
Understanding and implementing culturally, linguistically and ability responsive strategies	●	●	●
Supervised, Sustained, and Sequenced field experiences	○	●	●
Preparation in Supervision Skills	○	●	●
Preparation in Advocacy Skills	○	●	●
Preparation in Communicating Effectively with Diverse Stakeholders	●	●	●

Note: Empty small circle = no or very limited exposure to the content and/or practice opportunities. The filled circles represent the increase of depth and breadth in the content and opportunities for practice across the ECE I, II and III professional preparation programs.

While there may be similarities across the ECE designations in the Leveling, there are certainly other components of professional preparation (e.g. field experiences, general education courses, and pedagogy and other non-ecf focused education courses), not reflected in the leveling chart, that differentiate and deepen the knowledge and skills that completers/graduates of professional preparation programs acquire.

Professional development is also an important part of early childhood educators’ professional learning continuum. While professional preparation programs provide critical exposure

to the standards and competencies, the structural limitations of clock and credit hours mean that programs have to make careful choices about the content and field experiences they include. Early and ongoing career professional development, then, plays an important role in building practitioners’ knowledge and skills in key areas such as developing supervision skills for ECE II and III practitioners, selecting and administering assessments and analyzing assessment data, supporting children with disabilities, and using culturally and linguistically appropriate practices.

Standards and Competencies by ECE Designation

NOTE: The expectations for the mastery of competencies build on each level (mastery of listed competencies in ECE I would be expected of ECE II, mastery of listed competencies in ECE I and ECE II would be expected of ECE III). This is not meant to be an exhaustive list.

1a: Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development.	Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains	Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains	Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains
	Identify critical aspects of brain development including executive function, learning motivation, and life skills	Describe brain development in young children including executive function, learning motivation and life skills	Describe brain development in young children including executive function, learning motivation and life skills
	Identify biological, environmental, protective, and adverse factors that impact children's development and learning	Describe how biology, environment and protective and adverse factors impact children's development and learning	Describe how biology, environment and protective and adverse factors impact children's development and learning
	Know the importance of social interaction, relationships and play	Describe how social interaction, relationships and play are central to children's development and learning	Describe how social interaction, relationships and play are central to children's development and learning
1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	Identify how each child develops as an individual	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices,	Use research and professionally recognized terminology to articulate how each child is an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices,
	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades	Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades
		Describe ways to learn about children (e.g. through observation, play, etc.)	Evaluate, make decisions about, and communicate effective ways to learn about children (e.g. through observation, play, etc.)
	Identify individual characteristics of each child through family and community relationships, observation and reflection Support young children in ways that respond to their individual developmental, cultural and linguistic variations	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children	Describe developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

	ECE I	ECE II	ECE III
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities.</p>	Identify family, social, cultural and community influences on children’s learning and development	Describe the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning	Analyze, and synthesize the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning
		Describe how children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics	Describe how children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics
	Identify structural inequities and trauma that adversely impact young children’s learning and development	Describe how structural inequities and trauma adversely impact young children’s learning and development	Describe how structural inequities and trauma adversely impact young children’s learning and development
	Know that quality early childhood education influences children’s lives	Describe how quality early childhood education influences children’s lives	Explain how and why quality early childhood education influences children’s lives
<p>1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.</p>	Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child	Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children	Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children
		Use available research evidence, professional judgments and families’ knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child	Use available research evidence, professional judgments and families’ knowledge and preferences — identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

	ECE I	ECE II	ECE III
2a: Know about, understand and value the diversity of families.	Identify and understand diverse characteristics of families and the many influences on families Identify stages of parental and family development	Describe the theoretical perspectives and core research base on family structures and stages of parental and family development	Analyze and synthesize the theoretical perspectives and research base family structures and stages of parental and family development
	Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children's lives	Describe the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives	Analyze and synthesize the theoretical perspectives and research base of the ways that various socioeconomic conditions; family structures; cultures and relationships; family strengths, needs and stressors; and home languages cultural values create the home context for young children's lives
	Identify that children can thrive across diverse family structures and that all families bring strengths	Explain why it is important to build on the assets and strengths that families bring	Explain why it is important to build on the assets and strengths that families bring

	ECE I	ECE II	ECE III
2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.	Identify the importance of having respectful, reciprocal relationships with families	Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers	Contribute to setting-wide efforts to initiate and sustain respectful, <i>reciprocal</i> relationships with families and caregivers
	Recognize families as the first and most influential “teachers” in their children’s learning and development	Use strategies to support positive parental and family development	Use strategies to support positive parental and family development
	Affirm and respect families’ cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families’ preferences and cultures and the setting’s practices and policies related to health, safety and developmentally appropriate practices	Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families’ preferences and cultures and the setting’s practices and policies related to health, safety and developmentally appropriate practices
	Identify effective strategies for building reciprocal relationships and use those to learn with and from family members	Use a broad repertoire of strategies for building relationships to learn with and from family members	Use a broad repertoire of strategies for building reciprocal relationships, <i>with a particular focus on cultural responsiveness</i> , to learn with and from family members
	Initiate and begin to sustain respectful relations with families and caregivers that take families’ preferences, values and goals into account	Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs	Engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs
		Use a variety of communication and engagement skills with families and communicate (or find resources) in families’ preferred languages when possible	Use a variety of communication and engagement skills with families and communicate (or find resources) in families’ preferred languages when possible

	ECE I	ECE II	ECE III
2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies.	Identify types of community resources that can support young children’s learning and development and to support families Partner with colleagues to help assist families in finding needed community resources	Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance	Advocate for families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, housing and economic assistance
		Support young children and families during transitions between classrooms and/or other early learning settings to help ensure a continuum of quality early care and education	Collaborate with early learning settings in the community to support and advocate for a continuum of quality early care and education that ensures successful transitions
			Support young children and families experiencing sudden, severe incidents (e.g. divorce, death, immigration concerns)

	ECE I	ECE II	ECE III
<p>3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p>	Identify the central purposes of assessment	Describe the theoretical perspectives and core research base regarding the purposes and use of assessment	Analyze and synthesize the theoretical perspectives and research base regarding the purposes and uses of assessment
	Understand that observation and documentation are central practices in assessment	Understand that observation and documentation are central practices in assessment	Understand that observation and documentation are central practices in assessment
	Understand assessment as a positive tool to support young children’s learning and development	Understand assessment as a positive tool to support young children’s learning and development	Understand assessment as a positive tool to support young children’s learning and development
		Describe how assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children	Explain why assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children
		Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas	Describe the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas
<p>3b: Know a wide-range of types of assessments, their purposes and their associated methods and tools.</p>	Identify common types of assessments that are used in early learning settings	Describe the structure, strengths, and limitations of a variety of assessment methods and tools (including technology-related tools) used with young children	Describe the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools (including technology-related tools), including formative and summative, qualitative and quantitative, and standardized assessment tools, used with young children
	Identify the components of an assessment cycle including the basics of conducting systematic observations	Describe the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations	Explain components of an assessment cycle including making decisions on “who, what, when, where, and why” in conducting systematic observations, selecting the most appropriate assessment method to gather information, analyzing, evaluating, and summarizing assessment results and reflecting on their significance to inform teaching

	ECE I	ECE II	ECE III
3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.	Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed	Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed	Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed (including high stakes assessments used for more than informing practice)
	Support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice	Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice	Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
	Identify that assessments must be selected or modified to identify and support children with differing abilities	Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities	Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities
	Identify legal and ethical issues connected to assessment practices	Describe the limitations of various assessment tools and minimize the impact of these tools on young children	Explain the research base and theoretical perspectives behind harmful uses of biased or inappropriate assessments Explain the developmental, cultural, and linguistic limitations of various assessment tools; recognize the circumstances under which use of these tools may be inappropriate (including the use of their results); minimize the impact of these tools on young children; and advocate for more appropriate assessments

	ECE I	ECE II	ECE III
3c (cont'd.): Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.		Analyze data from assessment tools to make instructional decisions and set learning goals for all children	Analyze data from assessment tools to make instructional decisions and set learning goals for children, differentiating for all children including those who are exceptional learners
	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data	Identify implicit bias or the potential for implicit bias in one's own assessment practices and use of assessment data as well as support others on the teaching team in doing so
			Communicate and advocate for the ethical and equitable use of assessment data for multiple audiences including families, early learning setting leadership, allied professionals and policymakers
3d: Build assessment partnerships with families and professional colleagues	Partner with families and other professionals to support assessment-related activities	Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children	Demonstrate ability to skillfully communicate with families about the potential need for further assessment/supports when this information may be difficult for families to hear
	Support young children as part of IFSP and IEP teams	Work with colleagues to conduct assessments as part of IFSP and IEP teams	Work with colleagues to conduct assessments as part of IFSP and IEP teams
		Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs	Demonstrate judgment in knowing when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs

	ECE I	ECE II	ECE III
4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.	Establish positive and supportive relationships and interactions with young children	Describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children	Analyze and synthesize the theoretical perspectives and research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children
	Identify ways that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting	Take primary responsibility for creating a classroom culture that respects and builds on all that children bring to the early learning setting
	Support a classroom culture that respects and builds on all that children bring to the early learning setting		
4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.	Identify teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children’s executive function skills.	Describe the theoretical perspectives and core research base about various teaching strategies used with young children	Analyze and synthesize the theoretical perspectives and research base on various instructional practices used with young children
	Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live	<p>Use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live</p> <p>Use teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Use teaching practices that support development of young children’s executive function skills</p>	<p>Design, facilitate and evaluate the effectiveness of differentiated teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children</p> <p>Design, facilitate and evaluate teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Design, facilitate and evaluate teaching practices that support development of young children’s executive function skills</p>

	ECE I	ECE II	ECE III
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>Use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management</p>	<p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management</p> <p>Guide and supervise implementing effective teaching practices and learning environments</p>	<p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development, learning and classroom management</p> <p>Guide and supervise implementing effective teaching practices and learning environments</p>
		<p>Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines</p>	<p>Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines</p>
<p>5a: Understand content knowledge and resources—the central concepts, methods and tools of inquiry, and structure — , and resources for the academic disciplines in an early education curriculum.</p>	<p>Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent</p>	<p>Has preparation in general education content areas as demonstrated through holding an associate degree³</p>	<p>Has preparation in a broad range of general education content areas as demonstrated through holding a baccalaureate degree⁴</p>
<p>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.</p>	<p>Recognize that there are different ways that young children learn across content areas and that instructional decisions should be responsive to how children learn</p>	<p>Describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions</p>	<p>Analyze and synthesize the theoretical perspectives and research base undergirding pedagogical content knowledge</p>
		<p>Describe how to engage young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas</p>	<p>Analyze models of engaging young children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in multiple content areas</p>

³ Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States

⁴ Settings/states might consider an equivalent credential for a practitioner whose postsecondary preparation took place outside the United States

	ECE I	ECE II	ECE III
5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.	Identify early learning standards relevant to the state and/or early learning setting	Identify early learning standards relevant to the state and/or early learning setting	Identify early learning standards relevant to the state and/or early learning setting
	Support implementation of curriculum across content areas for birth- age 8 settings	Combine understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings Support the implementation of curriculum across content areas for K-3 settings	Analyze the content in an integrated curriculum across content areas for birth-age 8 settings
	Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-age 8 settings	Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in birth-five settings Support implementation of curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in K-3 settings	Select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning for birth-age 8 settings
		Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas	Use resources from professional organizations representing content areas as well as through professional development to support instructional practice and to grow their own knowledge in content areas

	ECE I	ECE II	ECE III
6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.	<p>Identify as a committed professional in the early childhood education field</p> <p>Be a member of a professional early childhood education organization (at the local, state, or national level)</p>	<p>Describe the distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole</p>	<p>Take responsibility for increasing the stature of the early childhood field</p>
	<p>Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues</p>	<p>Describe the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues</p>	<p>Analyze and synthesize the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues</p>
	<p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting</p>	<p>Describe the basics of how public policies are developed</p> <p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels</p>	<p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, national or global levels</p>

	ECE I	ECE II	ECE III
6b: Know about and uphold ethical and other early childhood professional guidelines.	Identify the core tenets of the NAEYC Code of Ethical Conduct and abide by its ideals and principles	Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas	Facilitate the use of the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues	Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities	Identify and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities
	Identify the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations	Reflect upon and integrate into practice professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/ designation in the profession	Explain the background and significance of professional guidelines such as national, state, or local standards and regulations and position statements from professional associations
6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and work with families and colleagues.	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate	Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a college graduate
	Supports communication with families in their preferred language	Supports communication with families in their preferred language	Supports communication with families in their preferred language
	Use clear and positive language and gestures with young children	Use clear and positive language and gestures with young children	Use clear and positive language and gestures with young children
	Use a positive, professional tone to communicate with families and colleagues	Use a positive, professional tone to communicate with families and colleagues	Use a positive, professional tone to communicate with families and colleagues
	Use appropriate technology with facility to support communication with colleagues and families, as appropriate	Use appropriate technology with facility to support communication with colleagues and families, as appropriate	Use appropriate technology with facility to support communication with colleagues and families, as appropriate
	Conduct sensitive, challenging conversations with young children, their families, and colleagues	Conduct sensitive, challenging conversations with young children, their families, and colleagues	

	ECE I	ECE II	ECE III
6d: Engage in continuous, collaborative learning to inform practice	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children	Identify the theoretical perspectives and research base related to continuous and collaborative learning and leadership	Describe the theoretical perspectives and research base related to continuous and collaborative learning and leadership
	Participate in and act on guidance and reflective supervision related to strengths and areas for growth.	Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting	Lead teaching teams in birth through age 8 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting
	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team	Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines	Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines	Lead collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines
6e: Develop and sustain the habit of reflective and intentional practice in their daily practice with young children and as members of the early childhood profession.	Regularly reflect on teaching practice and personal biases to support each child's learning and development.	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry
	Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues	Advocate for, model, and practice self-care to maintain positive engagement with young children and professionalism with families and colleagues

Critical Issues and Research Informing the Professional Standards and Competencies for Early Childhood Educators

This appendix summarizes research findings and the contextual issues facing the early childhood field that informed this position statement.

A Response to Research and Practice

Since the publication of the 2009 position statement “NAEYC Standards for Early Childhood Professional Preparation,” significant research—much of it synthesized in the Institute of Medicine (IM) and National Research Council’s (NRC) 2015 report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*—has informed our understanding of young children and of the workforce that supports their learning and care. This new evidence affirms the importance of high-quality early learning experiences for young children, confirms that from birth young children actively develop across many domains, and helps the public and the early childhood field better understand the neuroscience behind young children’s cognitive development, particularly during the earliest years. The research runs parallel to contextual factors and research findings such as the following:

- › Early childhood educators’ knowledge and practice influence young children’s educational outcomes
- › Early childhood educators’ having specialized knowledge of child development and early childhood education is correlated with better educational outcomes for young children (IM & NRC, 2015)
- › The relationship between an early childhood educator’s degree level and the educator’s impact on young children’s learning and development is mixed; however, there is consensus among researchers that higher education is one important component of educator quality (Whitebook & Ryan, 2011; IM & NRC, 2015; Manning, Garvis, Fleming, & Wong, 2017)
- › Professional learning systems for early childhood educators—those entering and those already serving in the profession—should be aligned with the knowledge and practices shown to have a positive influence on young children’s outcomes
- › A large segment of the early childhood education workforce does not have a college degree (Center for the Study of Child Care Employment, 2016; OPRE, 2016)
- › Those early childhood educators who do not have college degrees often pursue initial postsecondary credentials at community colleges, not at baccalaureate-granting institutions (National Student Clearinghouse Research Center, 2018)
- › Those pursuing postsecondary credentials in the early childhood profession often have challenges—low wages, the need to work full time or part time while going to school, family responsibilities, language barriers, lack of academic readiness for postsecondary education, and so forth—that can result in stopping out or dropping out of the credential program. These barriers are particularly burdensome to, and disproportionately affect, individuals of low social and economic status, people of color, and English language learners (T.E.A.C.H. Early Childhood National Center, 2016)
- › The racial, ethnic, and linguistic diversity of the early childhood education profession is more reflective of the young child population than the diversity of the K-12 educator workforce to the diversity of the K-12 student population; however, the diversity in the early childhood workforce is racially stratified, with white educators over-represented among higher-status and higher-paying positions (Park, McHugh, Zong, & Bataloya, 2015; Center for the Study of Child Care Employment, 2016)
- › There are benefits associated with having a teaching workforce that reflects the ethnic, linguistic, and racial identities of the children it serves, including strong evidence that educators of color have a positive impact on child outcomes (Gershenson, Hart, Lindsay, & Papageorge, 2017)

The Need for Clarity and Coherence

Currently, the early childhood workforce is fragmented. This fragmentation, for most, has an adverse impact on the effectiveness of early childhood educators and on developmental and educational outcomes for young children. It is the result of a long history of inadequate and disconnected public policies and financing that has undervalued the care and education of young children. As such, individuals with varying credentials and qualifications provide education and care for young children and the compensation structure, for the most part, does not enable or encourage individuals in the field to pursue specialized early childhood postsecondary credentials. Furthermore, because of systematic racism, much of the early childhood workforce is comprised of women of color serving in the lowest-paid sectors and settings.

Each state and US territory has its own set of standards or competencies for early childhood educators and its own licensure/certification system that in most cases licenses/certifies only at the pre-K grade level or higher. There are wide variations across professional preparation programs in terms of course content and availability and in terms of quality of field experiences as related to the specialized knowledge and practices needed to be an effective early childhood educator.

In many cases, there are also significant divisions in wages and benefits, career advancement opportunities, professional preparation and development, and working conditions between early childhood educators working with particular age groups, those working in home-based programs, educators in center-based programs, and those in elementary school settings.

The profession took the lead in addressing this fragmentation, issuing a clear call for early education professionals to exercise their agency to create and enact an effective, respected, and fairly compensated early childhood workforce, modeling the cohesiveness that professionals desire, developing a unified definition of the profession, and reaffirming that all early childhood educators must have specialized knowledge and competencies across the birth-through-age-8 continuum to be effective.

This cohesive response was developed under the auspices of Power to the Profession, an initiative led by 15 national organizations comprised of early childhood professionals, over 30 stakeholder organizations that influence and/or support the early childhood profession, and hundreds of thousands of early childhood educators. The initiative, built on the guidelines, frameworks, and standards currently operating across programs, organizations, and states, sought to establish a shared, uniform framework of career pathways, knowledge and competencies, qualifications, standards, and compensation to unify the entire profession. The initiative provides the clarity and cohesion needed to advance and implement a comprehensive policy and financing strategy for the early childhood profession. It will further ensure that those in the profession take ownership of their practice and commitment to society.

One of the major recommendations from the Power to the Profession Task Force in [Decision Cycle 2](#) was that the “NAEYC Standards for Early Childhood Professional Preparation” (NAEYC, 2009) should serve as the foundation for the profession’s core knowledge and competencies, with some caveats for key revision:

- › That the revision process be inclusive and collaborative, ensuring representation by subject matter experts as well as by the organizations whose competency documents will be considered.
- › That the revised standards be reframed as “Professional Standards and Competencies for Early Childhood Educators”. These standards will be intended for wide use and adoption by the profession in developing individual licensing, professional preparation program accreditation, credentialing, and other core components of the profession.
- › That the standards be reviewed in light of the most recent science, research, and evidence, with particular consideration given to
 - Potential missing elements identified in Transforming the Workforce, including teaching subject-matter-specific content, addressing young children’s stress and adversity, fostering social and emotional development, working with children who are bilingual learners, and integrating technology into teaching practices and curricula.
 - The following documents: (1) Council for Exceptional Children—Special Educator Professional Preparation Initial and Advanced Standards, the Early Childhood Special Education/Early Intervention Specialty Set (Early Intervention/Early Childhood Special Education standards); (2) Division for Early Childhood (DEC)—Recommended Practices (evidence-based practices necessary for high-quality inclusive programs for all children birth to age 8); (3) Council for Professional Recognition—Child Development Associate (CDA) Competency Standards for Center-Based Infant-Toddler and Preschool, for Family Child Care, and for Home Visitor; (4) National Board for Professional Teaching Standards (NBTS)—Early Childhood Generalist Standards (for Teachers of Students Ages 3 to 8); (5) ZERO TO THREE—Critical Competencies for Infant-Toddler Educators (for educators supporting children birth through age 3)
 - Elevation of inclusion, diversity, and equity beyond the currently integrated approach in order to fully address the depth and breadth of these issues

In summary, using the imperatives from P2P’s Decision Cycle 2 and the findings from current research and practice, and informed by a workgroup comprised of faculty, researchers, practitioners, and subject matter experts, NAEYC has revised the 2009 position statement “NAEYC Standards for Early Childhood Professional Preparation.” This document, the updated position statement, was adopted in 2019 and is now titled “Professional Standards and Competencies for Early Childhood Educator.

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Glossary

Some definitions may be organized in logical order rather than alphabetical flow.

anti-bias. An approach to education that explicitly works to end all forms of bias and discrimination (Derman-Sparks & Edwards 2009).

assessment. A systematic procedure for obtaining information from observations, interviews, portfolios, projects, and other sources, that is used to make informed judgments about learners' characteristics, understanding, and development to implement improved curriculum and teaching practices (Hansel 2019).

assessment cycle. Periodic, ongoing evaluation to track performance, to support and improve student learning outcomes, and to monitor progress of programs.

authentic assessment. Age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades, across developmental domains and curriculum areas.

formal and informal assessment. Formal assessment is cumulative and is used to measure what a student has learned. It includes standardized testing, screenings, and diagnostic evaluation. Informal assessment is ongoing and includes children's work samples and quizzes and teachers' anecdotal notes/records, observations, and audio and video recordings.

formative assessment and summative assessment. Used to inform and modify real-time instruction in order to improve student outcomes, formative assessment refers to the teacher practice of monitoring student learning. Summative assessment takes place at the end of the instructional period to measure student learning or concept retention.

asset-based approaches. Approaches to assessment and planning focused on the strengths and experiences unique to each child in the contexts of family, community, culture, and language.

bias. Attitude or stereotypes that favor one group over another.

explicit biases. Conscious beliefs and stereotypes that affect one's understanding, actions, and decisions.

implicit biases. Beliefs that affect one's understanding, actions, and decisions but in an unconscious manner. Implicit biases reflect an individual's socialization and experiences in broader systemic structures; they work to perpetuate existing systems of privilege and oppression.

anti-bias. An approach to education that explicitly works to end all forms of bias and discrimination (Derman-Sparks & Edwards 2009).

candidate. A college student who is a candidate for completion in an early childhood professional preparation program. In some cases, these candidates are also candidates for professional licensure or certification (NAEYC 2017, 41).

child observation. Observation of a child to gather information on the child's development, behavior, levels of learning, interests, and preferences.

competencies. The knowledge, skills, and dispositions necessary to support high-quality practice across all early childhood education sectors, settings, and roles (NAEYC 2016, 12).

content knowledge. The knowledge of subject areas in the early childhood curriculum to be taught and the ability to implement effective instructional strategies.

continuity of care. A term used to describe programming and policies that ensure that a child and his or her family are consistently engaged in high-quality early learning experiences through a stable relationship with a caregiver who is sensitive and responsive to the young child's signals and needs (Ounce of Prevention 2017).

Code of Ethics. The NAEYC Code of Ethical Conduct offers educators guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. Refer to the NAEYC position statement "Code of Ethical Conduct and Statement of Commitment."

culture. Patterns of beliefs, practices, and traditions associated with a particular group of people. Culture is increasingly understood as inseparable from development (Reid, Kagan, & Scott-Little 2017; Rogoff 2009). Individuals both learn from and contribute to the culture of the groups to which they belong. Cultures evolve over time, reflecting the lived experiences of their members in particular times and places.

culturally relevant. Culturally relevant curriculum and practice emphasize content and interactions that are meaningful to the social and cultural norms, traditions, values, and experiences of the learners.

culturally responsive. "A culturally responsive teaching approach values all children's cultures and experiences and uses them as a springboard for learning. A culturally responsive early childhood teacher learns about others' values, traditions, and ways of thinking" (Bohart & Procopio 2018, 56).

curriculum. The knowledge, skills, abilities, and understanding children are to acquire and the plans for the learning experiences through which their acquisition occurs. In developmentally appropriate practice, the curriculum helps young children achieve goals that are developmentally and educationally significant.

developmentally appropriate practice (DAP). The NAEYC position statement (2009) refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development. DAP is a way of framing a teacher's intentional decision making. It begins with three Core Considerations: (1) what is known about general processes of child development and learning; (2) what is known about the child as an individual who is a member of a particular family and community; and (3) what is known about the social and cultural contexts in which the learning occurs.

differentiated instruction. An approach whereby teachers adjust the curriculum and their instruction to maximize the learning of all students: average learners, dual language learners, struggling students, students with learning disabilities, and gifted and talented students. Differentiated instruction is not a single strategy but rather a framework that teachers use to implement a variety of strategies, many of which are evidence based (IRIS Center n.d.)

disability or developmental delay. Legally defined for young children under the Individuals with Disabilities Education Act (IDEA), disabilities include intellectual disability; hearing, speech or language, visual, and/or orthopedic impairment; autism; and traumatic brain injury. Under IDEA, states define developmental delays to include delays in physical, cognitive, communication, social or emotional, and adaptive development. These legal definitions are important for determining access to early intervention and early childhood special education services (Beneke et al. 2019).

dispositions. Individual attitudes, beliefs, values, habits, and tendencies toward particular actions. Professional dispositions are considered important for effective work in a specific profession and are expected of all members of that profession. Critical dispositions for educators have been defined in the CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Standards (CCSSO, 2013) and in the National Board for Professional Teaching Standards (NBPTS). NBPTS dispositions for early childhood educators include collaboration, respect, integrity, honesty, fairness, and compassion; educators with these characteristics promote equity, fairness, and appreciation of diversity in their classrooms (NBPTS 2012).

diversity. Variations among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin. The terms diverse and diversity are sometimes used as euphemisms for nonwhite. NAEYC specifically rejects this usage as it implies whiteness as the norm.

early childhood. The first period in child development, beginning at birth. Although developmental periods do not rigidly correspond to chronological ages, early childhood is generally defined as including all children from birth through age 8.

early childhood education (ECE). A term defined using the developmental definition of birth through approximately age 8, regardless of programmatic, regulatory, funding, or delivery sectors or mechanisms (NAEYC 2016, 12).

early childhood educator. An individual who cares for and promotes the learning, development, and well-being of children birth through age 8 in all early childhood education settings, while meeting the qualifications of the profession and having mastery of its specialized knowledge, skills, and competencies.

early childhood education profession. Members of the profession care for and promote the learning, development, and well-being of children birth through age 8 to establish a foundation for lifelong learning and success.

early learning settings. These include programs serving children from birth through age 8. Settings refers to the locations in which early childhood education takes place—child care centers, child care homes, elementary schools, religious-based centers, and many others.

equity. The state achieved if the way one fares in society was no longer predictable by race, gender, class, language, or any other social/cultural characteristic. Equity in practice means each student/family receives necessary supports in a timely fashion to develop their full intellectual, social, and physical potential. Advancing equity requires remediating differences in outcomes that can be traced to biased treatment of individuals as a result of their social identities.

Equity is not the same as equality. Equal treatment, laid upon unequal starting points, is inequitable. Instead of equal treatment, early childhood professionals aim for equal opportunities. That requires considering individuals' and groups' starting points, then distributing resources equitably (not equally) to meet their needs. Attempting to achieve equality of opportunity without consideration of historic and present inequities is ineffective, unjust, and unfair.

evidence based. Using multiple sources as the foundation for decisions about practice, including best available research; professional wisdom, values, knowledge, and expertise; and knowledge about the interests, values, cultures, needs, and choices of children, families, and communities served (Buysse & Wesley 2006).

executive function skills. Executive function skills include the ability to remember and use information; to sustain and shift mental focus and flexibility; and to exercise self-regulation, set priorities, and resist impulsive actions (Center on the Developing Child). Related **life skill** include the development of focus and self-regulation, perspective taking, communication skills, the ability to make connections, critical thinking, the ability to take on challenges, and self-directed engaged learning (Galinsky 2010; Shonkoff 2019). These are Mental processes that begin to develop early and are crucial to children's learning and development. Their development requires supportive scaffolding from adults and is endangered by toxic stress and adversity, which can interfere with healthy development of the brain.

family structure. The household make-up to which children belong. Family members may include biological or adoptive parents, guardians, single or married adults, foster parents or group homes, grandparents, blended families, siblings, and individuals who are LGBTQ, multiracial, multilingual, multigenerational, and others. Pets may be viewed as family members in some households. These examples of family structures are not exhaustive, and they are intended to provide insight into the diversity of familial identities (Koralek, Nemeth, & Ramsey 2019).

field experience. Includes informal and formal opportunities for field observations, field work, practicum, student teaching, residencies, internships, clinical practice, and other learning experiences that take place in an early education setting with guidance from a skilled mentor, coach, or early childhood instructor. A planned sequence of these experiences supports candidate development of understanding, competence, and dispositions in a specialized area of practice (NAEYC 2017, 42).

Early Childhood Professional Preparation Programs

early childhood education associate’s degree programs.

Associate’s degree programs usually require at least two years, but less than four years, of full-time equivalent college work. An associate’s degree is at least 60 credit hours of college-level coursework (Power to the Profession 2018, Discussion Draft 2: Decision Cycles 345+6, 13).

early childhood education bachelor’s degree programs.

Bachelor’s degree programs normally require at least four years, but no more than five years, of full-time equivalent college work. A bachelor’s degree is at least 120 credit hours of college-level coursework (Power to the Profession 2018, 13).

early childhood education master’s degree programs

(initial preparation). Master’s degree programs usually require at least one, but not more than two, full-time academic years of work beyond the bachelor’s degree. Initial level master’s degree programs are designed for individuals whose bachelor’s degrees are not in early childhood education (Power to the Profession 2018, 13).

early childhood education professional training program.

A program that culminates in a degree, certificate, or credential that provides a candidates with the appropriate level of mastery of the agreed-upon standards and competencies. Early childhood educator professional preparation programs are responsible for preparing educators serving children birth through third grade across settings.

higher education programs. Defined in the Higher Education Act as “postsecondary education programs offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential” (Higher Education Act of 2008, section 602.3; NAEYC & National Association of Child Care Resource and Referral Agencies 2011, 5–6).

Inclusion. The practice and legal requirement to include children with delays or disabilities in the least restrictive environments possible, making accommodations and adaptations to teaching practices and learning environments as needed (DEC & NAEYC 2009; also see *universal design for learning* (UDL), under definition of *universal design*).

Individualized Education Program (IEP). A plan to ensure free and appropriate public education (FAPE) for children ages 3 to 21 years with delays or disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA) Part B (NAEYC 2018, 12).

Individualized Family Service Plan (IFSP). A plan to ensure free and appropriate public education (FAPE) for children ages birth to 3 years with delays or disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA) Part C (NAEYC 2018, 12).

induction programs. Comprehensive staff development programs designed by a school or other institution to support, train, and retain first-year teachers. Induction programs may be part of professional or leadership development plans and can include peer-to-peer networks, teacher learning communities, mentoring, and coaching. Induction programs are often a partnership between an institution of higher education and a school or other early learning setting, supporting college or university students’ transitions from clinical practice as part of degree completion to first years of work in a new professional role (NAEYC 2018).

interactive media. Digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC & the Fred Rogers Center for Early Learning and Children’s Media 2012, 1).

Interstate Teacher Assessment and Support Consortium (InTASC) Standards. The model core teaching standards outline what all teachers across all content and grade levels should know and be able to do to be effective in today’s learning contexts.

integrated curriculum. Planned curriculum experiences that integrate children’s learning in and across the domains (physical, social, emotional, cognitive) and the disciplines (including language, literacy, mathematics, social studies, science, art, music, physical education, and health). (NAEYC 2009, 21 [in revision]).

learning communities. Provide a space and a structure for people to align around a shared goal. Effective communities are both aspirational and practical. They connect people, organizations, and systems that are eager to learn and work across boundaries, all the while holding members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress (Center on the Developing Child at Harvard University, Learning Communities).

leveling. A structure in which the standards and competencies for early childhood educators are aligned to three distinct and meaningful designations: Early Childhood Educator I (ECE I), Early Childhood Educator II (ECE II), and Early Childhood Educator III (ECE III). (Unifying Framework; also see Appendix A of this position statement).

life skills. Critical fostered abilities that help children successfully navigate the joy and challenging complexities of life. The seven critical areas are (1) focus and self-regulation; (2) perspective taking; (3) communicating; (4) making connections; (5) critical thinking; (6) taking on challenges; and (7) self-directed, engaged learning (Galinsky 2010).

linguistic interactions. Actions that include speaking and listening in order to assign meaning and facilitate communication. Literacy skills are encompassed in linguistic development.

NAEYC Professional Preparation Standards. NAEYC’s “Standards for Early Childhood Professional Preparation Programs” represent a sustained vision for the early childhood field and, more specifically, for programs that guide professionals working in the field. The standards are used in higher education accreditation systems, in state policy development, and by professional development programs both inside and outside of institutions of higher education. These core standards can provide a solid, commonly held foundation of unifying themes (NAEYC 2009). (This 2020 position statement, “Professional Standards and Competencies for Early Childhood Educators,” represents the revised standards.)

national accreditation or recognition. Public recognition of Institutions of higher education and professional degree programs awarded by nongovernmental agencies through a process of standard setting, self-study, peer review, accreditation decision, and ongoing reporting (NAEYC 2011, part 2: 6).

pedagogical content knowledge. Knowledge of how children learn in academic disciplines and the ability to create meaningful learning experiences for each child by using effective teaching strategies.

play. A universal, innate, and essential human activity that children engage in for pleasure, enjoyment, and recreation. Play, solitary or social, begins during infancy and develops in increasing complexity through childhood. Play integrates and supports children's development and learning across cognitive, physical, social, and emotional domains and across curriculum content areas. Play can lead to inquiry and discovery and facilitate future learning. While there are multiple and evolving theories about the types and stages of play, as well as about the teacher's role in play, the professions of child psychology and of early childhood education have long recognized play as essential for young children's development of symbolic and representational thinking, construction and organization of mental concepts, social expression and communication, imagination, and problem solving.

position statement. Adopted by the Governing Board to state the NAEYC's position on an issue related to early childhood education practice, policy, and/or professional development about which there are controversial or critical opinions. A position statement is developed through a consensus-building approach that seeks to convene diverse perspectives and areas of expertise related to the issue and provide opportunities for members and others to provide input and feedback. (NAEYC, About Position Statements, www.naeyc.org/resources/position-statements/about-position-statements).

positive guidance. An approach to maintaining respectful relationships with children by modeling positive interactions, thereby creating learning environments that support clear routines and choices and help extend learning (Dombro, Jablon, & Stetson 2011).

professional development. A continuum of learning and support opportunities designed to prepare individuals with the knowledge, skills, practices, and dispositions needed in a specific profession. Professional development for early childhood educators includes both professional preparation and ongoing professional development; training, education, and technical assistance; university/college credit-bearing coursework, and preservice and in-service training sessions; observation with feedback from a colleague or peer learning communities; and mentoring, coaching, and other forms of job-related technical assistance. (NAEYC & NACCRRA 2011, 5; NAEYC 2016, 13).

professional judgment. The application of professional knowledge, professional experience, and ethical standards in context with understanding, analysis, and reflection. Early childhood educators exercise professional judgment to make intentional, informed decisions about appropriate practice in specific circumstances.

race. A social construct that categorizes and ranks groups of people on the basis of skin color and other physical features. The scientific consensus is that using the social construct of race to divide people into distinct and different groups has no biological basis (Derman-Sparks & Edwards 2009). Early childhood educators recognize that there is significant diversity within racial categories.

reciprocal relationships. In reciprocal relationships between practitioners and families, there is mutual respect, cooperation, shared responsibilities, and negotiation of conflicts to achieve shared goals for children (NAEYC 2009, DAP position statement, 23 [in revision]).

social referencing. An infant behavior in which the child "checks in" with a parent or other trusted adult for cues on how to respond in unfamiliar situations (Galinsky 2010).

standards. The national standards formally adopted by a profession to define the essentials of high-quality practice for all members of the profession. They may be applied in the development of national accreditation, state program approval, individual licensing, and other aspects of professional development systems. They provide the unifying framework for core as well as specialized or advanced knowledge and competencies.

structural inequities. The systemic disadvantage of one or more social groups compared to systemic advantage for other groups with which they coexist. The term encompasses policy, law, governance, and culture and refers to race, ethnicity, gender or gender identity, class, sexual orientation, and other domains (NAEM 2017).

supervision. Directing, coaching, and monitoring the work of another, including guidance, motivation, and feedback on performance and professional growth. May also include developing goals, action plans, and evaluation for improved outcomes.

technology. Broadly defined as anything human-made that is used to solve a problem or fulfill a desire. Technology can be an object, a system, or a process that results in the modification of the natural world to meet human needs and wants. Additionally, technology includes digital tools like computers, tablets, apps, e-readers, smartphones, TVs, DVDs and music players, handheld games, cameras, digital microscopes, interactive whiteboards, electronic toys, non-screen-based tangible technology, and simple robots.

Familiar analog tools found in early childhood classrooms include audio recorders, VHS and cassette players, record players, headphones, crayons and pencils, scissors, rulers, blocks, and magnifying glasses.

Social media, email, video conferencing, cloud collaboration tools, e-portfolios, blogs, pod casts, and other methods of communication are used by young children (Early Childhood STEM Working Group 2017; Donohue 2017, 2019; International Society for Technology in Education 2019).

universal design. A concept that can be used to support access to environments in many different types of settings through the removal of physical and structural barriers. Universal Design for Learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. UDL principles and practices help to ensure that every young child has access to learning environments, to typical home or educational routines and activities, and to the general education curriculum.

young children. Refers to children in the period of early childhood development, from birth through approximately age 8. Although developmental periods do not rigidly correspond to chronological ages, early childhood is generally defined as including all children from birth through age 8.

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Disciplinary Organizations

- [Association for Childhood Education International \(ACEI\)](#)
- [Association of Children's Museums \(ACM\)](#)
- [Council for Exceptional Children \(CEC\)](#)
- [Early Childhood Art Educators \(ECAE\)](#)
- [Early Childhood Art Educators](#)
- [InTASC Model Core Teaching Standards, Council of Chief State School Officers](#)
- [International Society for Technology in Education \(ISTE\)](#)
- [National Association for Gifted Children \(NAGC\)](#)
- [National Association for Music Education \(NAFME\) Early Childhood Music Education \(ECEA\)](#)
- [National Council of Teachers of Mathematics \(NCTM\)](#)
- [National Council for the Social Studies \(NCSS\)](#)
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The History of Standards for Professional Preparation

NAEYC has a long-standing commitment to collaborative standards setting for early childhood teacher preparation and credentialing. The first NAEYC statement on standards (then called guidelines) for professional preparation was developed by a 22-member commission of national leaders that included Millie Almy, Elizabeth H. Brady, Barbara T. Bowman, Josué Cruz, Asa Hilliard III, Lilian G. Katz, and Bernard Spodek. The guidelines were adopted by the NAEYC Governing Board in 1981 and published in 1982 (NAEYC 1982). That same year, they were adopted as the national standards for early childhood teacher education by the National Council for Accreditation of Teacher Education (NCATE).

Each update to this position statement responded to current developments in the profession, changing federal and state policy contexts, and new research. Each revision solicited input from appointed advisory groups; related early childhood and specialty organizations; other accrediting, credentialing, and standards-setting groups; NAEYC members; and the public. Each revision reflects the continuity that sustains the profession's identity and role and also the reality that the profession must engage with and prepare for change in the field, in research, and in the social and political contexts in which early childhood educators practice.

Defining Professional Preparation Content, Levels and Specializations

Over two decades of updates reflected a need to define shared professional knowledge and practices at varying professional levels, to propose optional specializations, and to promote articulation pathways that connect them.

1982: “Early Childhood Teacher Education Guidelines for four- and five-year programs” affirmed that

- Four-year teacher education programs are sufficient to prepare individuals in the knowledge and skills needed to serve as early childhood educators.
- Teacher development is continuous. Teacher educator programs provide the foundational knowledge in child development and instructional practice to effectively work with young children.
- Early childhood teacher education curriculum is integrative and interdisciplinary and it includes preparation to support diversity and to counter discrimination and inequity.

1985: “Guidelines for Associate Degree Programs” described this level as

- Including the core knowledge and skills.
- Addressing variations in serving specific communities and populations.
- Preparing individuals sufficiently to advance to upper-division coursework.
- The statement encouraged strong articulation policies to advance the education of the workforce.

1991: “Early Childhood Teacher Education Guidelines: Basic and Advanced” was developed in collaboration with NAECTE (National Association of Early Childhood Teacher Educators) and approved by NCATE in 1998. This update clarified that advanced preparation is not defined simply as graduate level but as preparation that

- Ensures graduates meet the shared competencies at higher, advanced levels, beyond what was then called the “basic” standards.
- Provides increased professional development for a specialized career role.
- Assures that the graduate demonstrates capacity to evaluate and apply research to improve practices.

1996: “Guidelines for Preparation of Early Childhood Professionals” consolidated expectations for associate, baccalaureate, and advanced levels of preparation into one publication. NAEYC guidelines were published alongside those of CEC/DEC (Council for Exceptional Children/Division of Early Childhood) and NBPTS (National Board for Professional Teaching Standards). NAEYC and DEC endorsed each other's statements, and ATE (Association of Teacher Educators) endorsed both. The introduction summarized the following:

- At the associate level, the graduate demonstrates knowledge of theory and practice necessary to plan and implement curriculum
- At the baccalaureate level, the graduate demonstrates the ability to apply and analyze the core knowledge, to systematically develop curriculum, and to develop and conduct assessments of individual children and groups
- At the master's level, the graduate demonstrates greater capacity to analyze and refine core knowledge and evaluate and apply research to improve practices
- At the doctoral level, the graduate conducts research and studies practice to expand the knowledge base and influence system change

- At each of these levels, the professional is expected to reflect on his or her practice and to advocate for policies designed to improve conditions for children, families, and the profession.

The content of the standards was updated to:

- Reflect the need to prepare all early childhood educators to support children with differing abilities in inclusive early childhood programs
- Reframe the guidelines for program content and field experience as preparation program outcomes--what early childhood educators should know and be able to do. The purpose statement included use of these standards to guide state early childhood educator licensure, preparation program approval, articulation agreements, and related professional development policies. NAEYC guidelines were published alongside those of CEC/DEC and NBPTS. NAEYC and DEC endorsed each other's statements, and ATE endorsed both.

2003: "Preparing Early Childhood Professionals: NAEYC's Standards for Programs" included the following revisions:

- Expanded upon the importance of associate degrees, community colleges, and articulation agreements in supporting and increasing teacher diversity at all levels of the profession
- Emphasized current challenges related to teacher recruitment, retention, education, diversity, and compensation
- Added details to core knowledge areas to guide student assessment, reflecting a general shift from inputs to student outcomes in higher education evaluation, reform, and quality improvement
- Changed terminology from program guidelines to program standards, with assessment of graduates' knowledge and competencies related to these standards as the primary measure of program quality
- Added rubrics to illustrate meeting the expectations at associate, Initial Licensure, and advanced levels

2006: "NAEYC Commission on Early Childhood Associate Degree Accreditation Standards". This document summarized the Commission's full program standards, including

- Knowledge and competencies expected of associate degree program graduates, using the 2003 NAEYC standards as the framework for required student assessment
- Structural characteristics expected of programs

2009: "Standards for Early Childhood Preparation"

- Separated the two aspects of previous Standard 4 into new Standard 4, focused on teaching practices, and Standard 5, focused on content knowledge in academic

disciplines, in order to elevate the importance of college-level content and competency in academic disciplines or curriculum areas and their application in early childhood curriculum and assessment

- Updated content to more intentionally address inclusion, cultural competence, and technology across all standards
- Separated the 2009 position statement, intended for the field and adopted by the NAEYC Governing Board from the 2010 program standards which were adopted for implementation by NAEYC and NCATE higher education accreditation governing boards. In 2010, the NAEYC higher education accreditation commission adopted the 2009 position statement as its standards framework and defined accreditation expectations at two levels of preparation program standards--Initial and Advanced--using the 1991 definitions of Basic/Initial and Advanced levels of professional knowledge and practice.

References

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- NAEYC. 2020. "Professional Standards and Competencies for Early Childhood Educators." Position statement.

Professional Standards & Competencies Workgroup

A workgroup comprised of the Early Learning Systems Committee of the NAEYC Governing Board, early childhood practitioners, researchers, faculty, and subject matter experts informed the revisions to this position statement.

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Professional Standards and Competencies for Early Childhood Educators

Disponible en Español: [NAEYC.org/competencias](https://naeyc.org/competencias)

A Position Statement Held on Behalf of the Early Childhood Education Profession

Adopted by the NAEYC National Governing Board November 2019

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

16 KAR 2:050. Certificates for Teachers of Exceptional Children/Communication Disorders, Amendment

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendment to 16 KAR 2:050 to align with current certification practices and expand the renewal requirements for the certificates for teachers of exceptional children/communication disorders.

Rationale:

The proposed amendment is necessary to ensure that 16 KAR 2:050 remains in effect. The amendment also aligns with current certification practices and statutory requirements and expands the renewal requirements for the certificates for teachers of exceptional children/communication disorders.

Action Question:

Should the EPSB approve the amendment to 16 KAR 2:050?

Applicable Statute or Regulation:

KRS 13A.3102, KRS 13A.3104, KRS 161.020, KRS 161.028, KRS 161.053, KRS 334A, 16 KAR 2:050

History/Background:

Existing Policy: KRS 13A.3102(2) provides that “An ordinary administrative regulation with a last effective date before March 1, 2013, shall expire on March 1, 2020, except as provided by the certification process in KRS 13A.3104.” KRS 13A.3104 sets forth the certification process that an agency must follow to avoid the expiration of an administrative regulation. This process requires the agency to review the administrative regulation in its entirety for compliance with current law governing the subject matter of the administrative regulation and file a letter with the regulations compiler prior to the expiration date, stating whether the administrative regulation shall be amended or remain in effect without amendment. If the certification letter states that the administrative regulation will be amended, the EPSB must file an amendment to the administrative regulation within eighteen (18) months of the date the certification letter was filed.

The EPSB certified 16 KAR 2:050 with the intent to amend on February 26, 2020 and must file an amendment to the regulation on or before August 26, 2021. This administrative regulation establishes the certificates for teachers of exceptional children/communication disorders and the corresponding standards for issuance.

Summary: The proposed amendment to 16 KAR 2:050 removes the references to certification deadlines and an application form that are no longer applicable. The amendment also updates the required years of experience for issuance of the speech language pathology assistant certificate from one (1) year to two (2) years to align with the requirements of KRS 161.053. Finally, the amendment expands upon the renewal requirements for the certificates for teachers of exceptional children/ communications disorders. The amended regulation is included for EPSB review. Staff is requesting that the EPSB waive the second reading and approve the amended regulation.

Budget Impact: There is no budgetary impact.

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 2:050. Certificates for teachers of exceptional children/communication disorders.

5 RELATES TO: KRS 161.020, 161.028, 161.030, 161.053, 334A.020, 334A.033, 334A.035,
6 334A.060, 334A.190

7 STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.053

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require
9 that teachers and other professional school personnel hold certificates of legal qualifications for their
10 respective positions to be issued upon completion of programs of preparation and other requirements
11 prescribed by the Education Professional Standards Board (**EPSB**). KRS 161.030 requires that a
12 teacher education institution be approved for offering the preparation program corresponding to a par-
13 ticular certificate on the basis of standards and procedures established by the **EPSB**[Education Profes-
14 sional Standards Board]. KRS 161.053 requires the **EPSB**[Education Professional Standards Board] to
15 promulgate administrative regulations to establish requirements relating to certification of teachers of
16 exceptional children/communication disorders. This administrative regulation establishes the certifi-
17 cates for teachers of exceptional children/communication disorders and the corresponding standards
18 **for issuance**[and procedures for program approval.]

19 Section 1. [~~A student who meets the deadlines established in subsection (5) of this section shall~~
20 ~~meet the requirements established in this section for a standard certificate.~~

21 —(1) ~~The standard certificate for teachers of exceptional children and youth—communication disor-~~

1 ders shall be issued in accordance with the pertinent Kentucky statutes and Education Professional
2 Standards Board administrative regulations to an applicant who has completed the approved program
3 of preparation which corresponds to the certificate at a teacher education institution approved under the
4 standards and procedures included in 16 KAR 5:010.

5 ~~—(2)(a) The standard certificate for teachers of exceptional children and youth communication dis-~~
6 ~~orders shall be issued in accordance with the testing and internship provisions of KRS 161.030, 16~~
7 ~~KAR 6:010, and 16 KAR 7:010.~~

8 ~~—(b) Upon successful completion of the beginning teacher internship, the certificate shall be:~~

9 ~~—1. Extended for the remainder of a five (5) year period; and~~

10 ~~—2. Renewed for subsequent five (5) year periods upon completion by September 1 of the year of ex-~~
11 ~~piration of:~~

12 ~~—a. Three (3) years of successful experience as a teacher of communication disorders; or~~

13 ~~—b. At least six (6) semester hours of credit or the equivalent in PSDU's or CEU's, as defined in 16~~
14 ~~KAR 8:021.~~

15 ~~—(3)](1) The standard certificate for teachers of exceptional children and youth - communication dis-~~
16 ~~orders shall be valid at all age levels for the instruction of exceptional children and youth with com-~~
17 ~~munication disorders.~~

18 **(2) The standard certificate shall be renewed for subsequent five (5) year periods upon appli-**
19 **cation to the EPSB, compliance with 16 KAR 2:010, Section 3(1), and completion of one of the**
20 **following by September 1 of the year of expiration:**

21 **(a) Three (3) years of successful experience as a teacher of communication disorders;**

22 **(b) At least six (6) semester hours of graduate credit or the equivalent in exceptional children**
23 **or communication disorders; or**

1 **(c) Current certification with the American Speech-Language-Hearing Association (ASHA).**

2 ~~[(4) The standard certificate for teachers of exceptional children and youth—communication dis-~~
3 ~~orders shall be issued to an applicant who has completed a master’s degree in communication or~~
4 ~~speech language pathology.~~

5 ~~—(5) A student enrolled in an approved preparation program leading to the standard certificate for~~
6 ~~teachers of exceptional children and youth—communication disorders shall complete all required~~
7 ~~coursework by September 1, 2000 and apply for certification by December 31, 2000. A student fail-~~
8 ~~ing to meet these deadlines shall complete the preparation and certification requirements established~~
9 ~~in Section 2 of this administrative regulation.]~~

10 Section 2. ~~[A student who does not meet the deadlines established in Section 1(5) of this adminis-~~
11 ~~trative regulation shall meet the requirements established in this section for a professional certificate.]~~

12 **(1) Upon application to the EPSB, compliance with 16 KAR 2:010, Section 3(1), the** ~~[The]~~ pro-
13 fessional certificate for teachers of exceptional children/communication disorders shall be issued ~~[in~~
14 ~~accordance with the pertinent Kentucky statutes and Education Professional Standards Board adminis-~~
15 ~~trative regulations]~~ to an applicant who has completed:

16 **(a) A master’s degree in speech language pathology;**

17 **(b) the approved program of preparation which corresponds to the certificate at a teacher education**
18 **institution approved under the standards and procedures included in 16 KAR 5:010; and, [.]**

19 **(c) the testing requirements established in 16 KAR 6:010.**

20 (2) The professional certificate for teachers of exceptional children/communication disorders shall
21 be issued in accordance with the ~~[testing and]~~ internship provisions of KRS 161.030~~[, 16 KAR 6:010,]~~
22 and 16 KAR 7:010.~~[Upon successful completion of the beginning teacher internship, the certificate~~
23 ~~shall be extended for the remainder of the five (5) year period and shall be renewed for subsequent five~~

1 ~~(5) year periods upon completion of the renewal requirements established in 16 KAR 4:010.]~~

2 (3) The professional certificate for teachers of exceptional children/communication disorders shall
3 be valid at all age levels for the instruction of exceptional children with communication disorders.

4 **(4) The professional certificate for teachers of exceptional children/communication disorders**
5 **shall be renewed for subsequent five (5) year periods upon application to the EPSB, compliance**
6 **with 16 KAR 2:010, Section 3(1), and completion of one of the following by September 1 of the**
7 **year of expiration:**

8 **a. Three (3) years of successful experience as a teacher of communication disorders;**

9 **b. At least six (6) semester hours of graduate credit or the equivalent in exceptional children**
10 **or communication disorders; or**

11 **c. Current certification with ASHA.**

12 ~~[(4) The professional certificate for teachers of exceptional children/communication disorders shall~~
13 ~~be issued to an applicant who has completed a master's degree in speech language pathology.]~~

14 Section 3. (1) **The EPSB**~~[Beginning July 14, 2000, the Education Professional Standards Board]~~
15 shall certify teachers of exceptional children/communication disorders who hold licensure as a
16 speech-language pathology assistant issued by the Kentucky Board of Speech Language Pathology
17 and Audiology under KRS Chapter 334A who meet the qualifications established in this section of
18 this administrative regulation.

19 **(2) An applicant shall submit an application to the EPSB, comply with 16 KAR 2:010, Sec-**
20 **tion 3(1), and submit proof of:**

21 **(a) postsecondary education;**

22 **(b) licensure as a speech-language pathology assistant;**

23 **(c) experience in the Kentucky public-schools; and**

1 **(d) successful completion of the required content area assessments established for this certifi-**
2 **cate in 16 KAR 6:010.**

3 ~~(3)~~~~(2)~~~~(a)~~ Applicants who possess a valid license for speech language pathology assistant issued
4 under KRS Chapter 334A who have at least **two (2) years**~~one (1) year~~ of successful experience in
5 Kentucky's public schools in this position shall be issued the "professional certificate for exceptional
6 children/communication disorders/SLPA only" valid for five (5) years.~~and shall be renewed for~~
7 ~~subsequent five (5) year periods upon completion of the renewal requirements established in KAR~~
8 ~~Title.~~

9 ~~(b) Applicants shall submit Form TC-161 with documentation of postsecondary education, licen-~~
10 ~~sure and experience.]~~

11 ~~(4)~~~~(a)~~ Applicants who possess a valid license for speech language pathology assistant issued
12 under KRS Chapter 334A who do not have successful experience in Kentucky's public schools in
13 this position shall be issued a statement of eligibility valid for five (5) years.

14 ~~(a)~~~~1-~~ The teacher shall complete the Kentucky Teacher Internship Program established in 16
15 KAR 7:010.

16 ~~(b)~~~~2-~~ Upon successful completion of the beginning teacher internship, the teacher shall be issued
17 a "professional certificate for exceptional children/communication disorders/SLPA only" valid for
18 the remainder of the five (5) year period.~~and shall be renewed for subsequent five (5) year periods~~
19 ~~upon completion of the renewal requirements established in KAR Title 16.~~

20 ~~(b) Applicants shall submit Form TC-161 with documentation of postsecondary education and~~
21 ~~licensure.]~~

22 **(5) The professional certificate for exceptional children/communication disorders/SLPA on-**
23 **ly shall be renewed for subsequent five (5) year periods upon application to the EPSB, compli-**

1 ance with 16 KAR 2:010, Section 3(1), and completion of one of the following by September 1 of
2 the year of expiration:

3 (a) Three (3) years of successful experience as an SLPA;

4 (b) At least six (6) semester hours of graduate credit or the equivalent in exceptional children
5 or communication disorders; or,

6 (c) Current certification with ASHA

7 ~~—(4) Beginning July 1, 2001, an applicant for the "professional certificate for exceptional chil-~~
8 ~~ren/communication disorders/SLPA only" shall successfully complete the required content area as-~~
9 ~~sessments established for this certificate in 16 KAR 6:010.]~~

10 (6)[(5)] A teacher certified under this section of this administrative regulation shall remain a
11 speech language pathology assistant requiring supervision under KRS Chapter 334A until the teach-
12 er:

13 (a) Completes the master's degree in speech language pathology; and

14 (b) Gains the professional certificate for exceptional children/communication disorders estab-
15 lished in Section 2 of this administrative regulation.

16 ~~[Section 4. Incorporation by Reference. (1) Form TC 161, 7/2000, is incorporated by reference.~~

17 ~~—(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the~~
18 ~~Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601,~~
19 ~~Monday through Friday, 8 a.m. to 4:30 p.m.]~~

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

16 KAR 4:020. Certification Requirements for Teachers of Exceptional Children, Amendment

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendment to 16 KAR 4:020 to update the assignment of special education personnel to include current certificates and align the procedures for requesting a waiver of the assignment of teachers of exceptional students with current practices.

Rationale:

The proposed amendment is necessary to ensure that 16 KAR 4:020 remains in effect. The amendment removes outdated and unnecessary language, updates the assignment of special education personnel to include current certificates, and aligns the procedures for requesting a waiver of the assignment of teachers of exceptional students to align with current practices.

Action Question:

Should the EPSB approve the amendment to 16 KAR 4:020?

Applicable Statute or Regulation:

KRS 13A.3102, KRS 13A.3104, KRS 161.020, KRS 161.028, 16 KAR 4:020

History/Background:

Existing Policy: KRS 13A.3102(2) provides that “An ordinary administrative regulation with a last effective date before March 1, 2013, shall expire on March 1, 2020, except as provided by the certification process in KRS 13A.3104.” KRS 13A.3104 sets forth the certification process that an agency must follow to avoid the expiration of an administrative regulation. This process requires the agency to review the administrative regulation in its entirety for compliance with current law governing the subject matter of the administrative regulation and file a letter with the regulations compiler prior to the expiration date, stating whether the administrative regulation shall be amended or remain in effect without amendment. If the certification letter states that the administrative regulation will be amended, the EPSB must file an amendment to the administrative regulation within eighteen (18) months of the date the certification letter was filed.

The EPSB certified 16 KAR 4:020 with the intent to amend on February 26, 2020 and must file an amendment to the regulation on or before August 26, 2021. This administrative regulation establishes the certification requirements for teachers of exceptional children.

Summary: Staff has worked with staff from the Kentucky Department of Education’s Office of Special Education and Early Learning to amend 16 KAR 4:020. The proposed amendment removes references to special education certificates that are no longer issued and updates the

assignment of special education personnel in Section 1 to align with current special education certificates. The amendment removes portions of the regulation that are now contained in other regulations and updates the procedures for requesting a waiver of the assignment of teachers of exceptional students to align with current practices. The amended regulation is included for EPSB review. Staff is requesting that the EPSB waive the second reading and approve the amended regulation.

Budget Impact: There is no budgetary impact.

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 4:020. Certification requirements for teachers of exceptional children.

5 RELATES TO: KRS 157.200, 157.250, 161.020, 161.028(1), 161.030, 161.100, 20 U.S.C.
6 **1412; 34 C.F.R. 300.156** [~~1221(e), 1400-1419~~]

7 STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a)

8 NECESSITY, FUNCTION, CONFORMITY: KRS 161.020 and 161.028 require the Educa-
9 tion Professional Standards Board (**EPSB**) to establish standards and requirements for obtaining
10 and maintaining a teaching certificate for all public-school positions, including those for teaching
11 exceptional children. This administrative regulation establishes the certification requirements for
12 teachers of exceptional children.

13 Section 1. Certification Requirements for Assignment of Special Education Personnel. (1)

14 **In accordance with Chapter 2 of Title XVI of the Kentucky Administrative Regulations,**
15 **the EPSB shall issue certificates for teaching exceptional children with one or more of the**
16 **disabilities defined in 34 C.F.R. 300.8 and 707 KAR 1:002.**

17 **(2) A teacher holding the following certification shall be assigned to serve students with**
18 **moderate and severe disabilities at any grade level: Certification for Teaching Exceptional**
19 **Children – Moderate and Severe Disabilities, Grades Primary Through 12.**

20 **(3) A teacher holding the following certification shall be assigned to serve students with**
21 **learning and behavior disorders:**

1 (a) Certification for Teaching Exceptional Children – Learning and Behavior Disorders,
2 Grades 8 Through 12; or

3 (b) Certification for Teaching Exceptional Children – Learning and Behavior Disorders,
4 Grades Primary Through 12

5 (4) A teacher holding the following certification shall be assigned to serve students with
6 visual impairments at any grade level: Certification for Teaching Exceptional Children –
7 Visually Impaired, Grades Primary Through 12.

8 (5) A teacher holding the following certification shall be assigned to serve students with
9 hearing impairments at any grade level:

10 (a) Certification for Teaching Exceptional Children – Hearing Impaired, Grades
11 Primary Through 12; or

12 (b) Certification for Teaching Exceptional Children – Hearing Impaired with Sign
13 Proficiency, Grades Primary Through 12

14 (6) A teacher holding the following certification shall be assigned to serve students with
15 speech and language and communications disorders: Certification for Teaching
16 Exceptional Children – Communication Disorders, Grades Primary Through 12.

17 (7) A teacher holding the following certification shall be assigned to serve students with
18 orientation and mobility disabilities: Certification for Teaching Exceptional Children –
19 Orientation and Mobility Specialist.

20 [~~Mild mental disability (MMD). A teacher holding the following certification shall be assigned~~
21 ~~to serve pupils with mild mental disabilities at any grade level:~~

22 ~~—(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through~~
23 ~~twelve (12); or~~

1 ~~—(b) Certification for teaching the educable mentally retarded, educable mentally handicapped,~~
2 ~~emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1)~~
3 ~~through eight (8), or seven (7) through twelve (12).~~

4 ~~—(2) Orthopedic impairment (OI).~~

5 ~~—(a) A teacher holding the following certification shall be assigned to serve pupils with ortho-~~
6 ~~pedic impairments at any grade level:~~

7 ~~—1. Certification for orthopedically handicapped or physically handicapped, grades one (1)~~
8 ~~through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or~~

9 ~~—2. Certification for teaching exceptional children.~~

10 ~~—(b) A teacher possessing one (1) of the certificates identified in paragraph (a)2 of this subsec-~~
11 ~~tion shall be assigned based on the learning characteristics and services needs of the child.~~

12 ~~—(3) Other health impairment (OHI).~~

13 ~~—(a) A teacher shall be assigned to serve pupils identified as other health impaired at any grade~~
14 ~~level based upon the learning characteristics and services needs of the child; and~~

15 ~~—(b) A teacher assigned to pupils identified as other health impaired shall possess a certificate~~
16 ~~for teaching exceptional children.~~

17 ~~—(4) Specific learning disability (LD). A teacher holding the following certification shall be~~
18 ~~assigned to serve pupils with learning disabilities at any grade level:~~

19 ~~—(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through~~
20 ~~twelve (12); or~~

21 ~~—(b) Certification for teaching the educable mentally retarded, educable mentally handicapped,~~
22 ~~emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1)~~
23 ~~through eight (8), or seven (7) through twelve (12).~~

1 —(5) Developmental delay (DD). A teacher holding the following certification shall be assigned
2 to serve pupils with developmental delay at any grade level:

3 —(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through
4 twelve (12); or

5 —(b) Certification for teaching the educable mentally retarded, educable mentally handicapped,
6 emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1)
7 through eight (8), or seven (7) through twelve (12).

8 —(6) Emotional behavioral disability (EBD).

9 —(a) A teacher holding the following certification shall be assigned to serve pupils identified as
10 emotional behavioral disabled at any grade level:

11 —1. Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through
12 twelve (12);

13 —2. Certification for teaching the educable mentally retarded, educable mentally handicapped,
14 emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1)
15 through eight (8), or seven (7) through twelve (12); or

16 —3. Certification for teaching exceptional children.

17 —(b) A teacher possessing one (1) of the certificates identified in paragraph (a)6 of this subsec-
18 tion shall be assigned based on the learning characteristics and services needs of the child.

19 —(7) Functional mental disability (FMD). A teacher holding the following certification shall be
20 assigned to serve pupils with functional mental disabilities at any grade level:

21 —(a) Certification for trainable mentally handicapped, grades K-12;

22 —(b) Certification for teaching the trainable mentally retarded, grades one (1) through twelve
23 (12), one (1) through eight (8), or seven (7) through twelve (12);

1 ~~—(c) Certification for teaching the severely and profoundly handicapped at any grade level; or~~
2 ~~—(d) Certification for teaching the moderately and severely disabled, grades P-12.~~
3 ~~—(8) Multiple disabilities (MD).~~
4 ~~—(a) A teacher shall be assigned to pupils at any grade level who have multiple disabilities con-~~
5 ~~sistent with the nature of each of the student's different disabilities and based on the learning~~
6 ~~characteristics and services needs of the child; and~~
7 ~~—(b) A teacher assigned to pupils with multiple disabilities shall possess a certificate for teach-~~
8 ~~ing exceptional children.~~
9 ~~—(9) Deaf blindness.~~
10 ~~—(a) A teacher shall be assigned to serve pupils identified with deaf blindness at any grade lev-~~
11 ~~el based on the learning characteristics and services needs of the child; and~~
12 ~~—(b) A teacher assigned to pupils identified with deaf blindness shall possess a certificate for~~
13 ~~teaching exceptional children.~~
14 ~~—(10) Autism.~~
15 ~~—(a) A teacher shall be assigned to serve pupils identified with autism at any grade level based~~
16 ~~on the learning characteristics and services needs of the child; and~~
17 ~~—(b) A teacher assigned to pupils identified with autism shall possess a certificate for teaching~~
18 ~~exceptional children.~~
19 ~~—(11) Traumatic brain injury (TBI).~~
20 ~~—(a) A teacher shall be assigned to serve pupils identified as having a traumatic brain injury at~~
21 ~~any grade level based on the learning characteristics and services needs of the child; and~~
22 ~~—(b) A teacher assigned to pupils identified as having a traumatic brain injury shall possess a~~
23 ~~certificate for teaching exceptional children.~~

1 —(12) Hearing impaired (HI). A teacher holding the following certification shall be assigned to
2 serve pupils with hearing impairments at any grade level:

3 —(a) Certification for teaching the hard of hearing, deaf, or hearing impaired, grades K-12, one
4 (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

5 —(b) Certification for teaching the hearing impaired, grades P-12.

6 —(13) Visually impaired (VI). A teacher holding the following certification shall be assigned to
7 serve pupils with visual impairments at any grade level:

8 —(a) Certification for teaching the partially seeing, blind, or visually impaired, grades one (1)
9 through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

10 —(b) Certification for teaching the visually impaired, grades P-12.

11 —(14) Communication disorders. A teacher holding the following certification shall be assigned
12 to serve pupils who have been identified as needing instruction for speech or language disorders
13 at any grade level:

14 —(a) Certification for speech and hearing, grades one (1) through twelve (12);

15 —(b) Certification for speech and communication disorders, grades K-12; or

16 —(c) Certification for communication disorders, grades P-12.

17 Section 2. Certification Requirements for Assignment of Interdisciplinary Early Childhood
18 Education Teachers for the Provision of Special Education Services. (1) A teacher holding the
19 following qualifications shall be assigned to serve birth to primary pupils who have been identi-
20 fied as needing special education services:

21 —(a) Certification for interdisciplinary early childhood education offered under 16 KAR 2:140
22 and 16 KAR 2:040;

23 —(b) Exemption identified in 16 KAR 2:040; or

1 —(c) Qualifications set forth in 704 KAR 3:410, Section 7(1)(a).

2 —(2) A special education teacher identified in Section 1 of this administrative regulation shall
3 not be precluded from providing services in the teacher's certification area to birth to primary
4 pupils with disabilities if that certification is valid for the primary ages.

5 —Section 3. Probationary and Emergency Provisions. (1) If no regularly certified teacher as de-
6 lineated in Sections 1 and 2 of this administrative regulation is available to provide the special
7 education services, the local district may employ a teacher certified on a probationary status un-
8 der 16 KAR 2:160.

9 —(2) If no probationary certified special education teacher is available, the district may employ
10 a teacher certified on an emergency status under the requirements of KRS 161.100 and 16 KAR
11 2:120.]

12 **Section 2**[Section 4.] Waiver Requests for Teacher Assignment. (1) Local school districts
13 which need to assign teachers to teach **exceptional** classes or **students**[pupils], with the excep-
14 tion of **students**[pupils] receiving services for communication disorders, not consistent with **the**
15 **teacher's certification**[the above criteria] shall request a waiver for the teacher assignment
16 through the Kentucky Department of Education's (**KDE**) **Office of Special Education and Ear-**
17 **ly Learning**[, Office of Special Instructional Services, Division of Exceptional Children] and be
18 approved by the **EPSB**[Education Professional Standards Board].

19 (2) The **EPSB**[Education Professional Standards Board] and **KDE**[Department of Education]
20 shall give consideration for this approval based on information provided by the local school dis-
21 trict in its request. The request shall **include**:

22 [(a) Be made prior to September 15 or within fifteen (15) school days of the need for assign-
23 ment if it occurs after September 15 of the school year for which a waiver is requested; and

1 —(b) Include:]

2 **(a)**[1.] The teacher’s name, school assignment, certificate number, class plan assignment, and
3 current certification;

4 **(b)**[2.] A listing of pupils currently served by category of exceptionality;

5 **(c)**[3.] A listing of pupils the district is requesting to be served by exceptionality; and

6 **(d)**[4.] Any other relevant information which the district wishes to have considered in the de-
7 cision-making process.

8 (3) Following consideration by the **KDE**[Department of Education] and approval by the
9 **EPSB**[~~Education Professional Standards Board~~], the local district shall be promptly notified of
10 the decision on the waiver request.

11 (4) The assignment shall not exceed the length of the school year for which it was initiated.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

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

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant continuing CAEP/EPSB state accreditation to the EPP and approve the initial and advanced preparation programs at Georgetown College?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: A joint CAEP/EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on November 1-3, 2020. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by CAEP and the state.

Under CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on standards met or not met. The site team also reviews AFIs from the previous accreditation visit and the state team members review any EPSB-cited AFIs.

SITE TEAM RECOMMENDATIONS:

NCATE AFIs from previous visit: The site visitors recommended removal of four (4) previous AFIs based on the NCATE Standards. The state site visitors removed the one (1) additional EPSB-issued AFI.

- 1). NCATE Standard 4: Initial candidates have limited opportunities to interact with candidates from diverse backgrounds. [initial]. NCATE and State issued.

Recommendation: Remove. No longer in CAEP Standards

2). NCATE Standard 5: The unit does not systematically or consistently evaluate adjunct faculty. [initial and advanced]. NCATE and State issued

Recommendation: Remove. No longer in CAEP Standards

3). NCATE Standard 5: The unit does not provide professional development opportunities for unit faculty based upon needs identified on faculty evaluations. [initial and advanced]. NCATE and State issued

Recommendation: Remove. No longer in CAEP Standards

4). NCATE Standard 6: The unit does not effectively engage P-12 partners and other college faculty in design, implementation, and evaluation of the unit and its programs. [initial and advanced]. NCATE and State issued.

Recommendation: Remove. Addressed in review of CAEP Standard 5.

5). STATE ISSUED: NCATE Standard 2: Assessment System and Unit Evaluation: Program and unit data are not aggregated by the Kentucky Teacher Standards. [Initial and Advanced].

Recommendation: Remove. Based on multiple pieces of evidence and on-site interviews of EPP faculty and leadership, the EPP routinely collects and analyzes data throughout the candidates' experiences in the program.

CAEP AFIs from site visit: The site visitors recommended no AFIs.

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

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at Georgetown College. The CAEP Accreditation Council recommended no AFIs. Additionally, the CAEP Accreditation Council agreed with the team's recommendation for the removal of the previous NCATE issued AFIs.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 15, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC agreed with the finding of the CAEP Accreditation Council that all standards were met. The AAC agreed

with the CAEP Accreditation Council to recommend no AFIs. Additionally, the AAC agreed that the previous NCATE and state issued AFIs should be removed.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Georgetown College submitted their programs and received written notification of the results of the program review in a letter dated July 7, 2020.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Georgetown College.

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

Groups Consulted and Brief Summary of Responses:

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

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

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Kentucky State University: Accreditation of the Educator Preparation Provider and Approval of Programs

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant continuing CAEP/EPSB state accreditation to the EPP and approve the initial preparation programs at the Kentucky State University?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: A joint CAEP/EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on October 4-6, 2020. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by CAEP and the state.

Under CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on standards met or not met. The site team also reviews AFIs from the previous accreditation visit and the state team members review any EPSB-cited AFIs.

SITE TEAM RECOMMENDATIONS:

NCATE AFIs from previous visit: There were no NCATE issued AFIs. The EPSB issued two AFIs based on the NCATE standards.

1). **NCATE Standard 2: Assessment System and Unit Evaluation:** The unit does not have a systematic process for assuring that assessment data, including information in the database, are used for program improvement. [Initial]. State issued.

Recommendation: Remove. This AFI relates to CAEP Standard 5. The EPP was found to have a Quality Assurance System that ensures data are systematically collected, disseminated, reviewed, and used for program improvement.

2). **NCATE Standard 6: Unit Governance and Resources:** The unit has not ensured that music education candidates have access to student services such as advising. [Initial]. State issued.

Recommendation: Remove. This standard is not related to any of the CAEP standards and should be removed.

CAEP AFIs from site visit: The site visitors recommended two (2) AFIs.

1). **CAEP Standard 5 Provider Quality Assurance and Continuous Improvement:** The EPP provided limited evidence that its' quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component 5.2)

Rationale: At least 75% of the EPP created assessments used in the quality assurance system were not at the minimal level of sufficiency, as defined by the CAEP Evaluation Framework and Tool for EPP-Created Assessments. The TCCE, CAO, Assessment of Professional Dispositions, Values, and Behaviors, and Instructional Assessment were not tagged to InTASC or state standards. The Lesson Plan Rubric, TWS EDU 454, and EDU 202 Rubric were not tagged to the state standards. The TCCE and Assessment of Professional Dispositions, Values and Behaviors are rating scales and are not linked to Kentucky's Danielson Framework. In addition, none of the surveys were tagged to the InTASC or state standards.

2). **CAEP Standard 5 Provider Quality Assurance and Continuous Improvement:** The EPP provided limited evidence that Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component 5.4)

Rationale: There was minimal evidence that the 8 outcome and impact measures and their trends are posted on the EPP website and in other ways widely shared. While the 8 outcome and impact measures were listed on the EPP's website, the evidence files were not "hot linked" and could not be accessed to determine the accurate analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and future directions informed by the data.

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

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at Kentucky State University. The CAEP Accreditation Council recommended two (2) AFIs.

1). CAEP Standard 5 Provider Quality Assurance and Continuous Improvement:
The EPP provided limited evidence that its' quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent. (Component 5.2)

Rationale: A majority of the EPP created assessments used in the quality assurance system did not meet CAEP's minimal level of sufficiency, as defined by the CAEP Evaluation Framework and Tool for EPP-Created Assessments.

2). CAEP Standard 5 Provider Quality Assurance and Continuous Improvement:
The EPP provided limited evidence that measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component 5.4)

Rationale: There was minimal evidence that the 8 outcome and impact measures and their trends are posted on the EPP website and in other ways widely shared.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 15, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC agreed with the finding of the CAEP Accreditation Council that all standards were met. The AAC agreed with the CAEP Accreditation Council to recommend two (2) Areas for Improvement. Additionally, the AAC agreed that the previous state issued AFIs based on the NCATE standards should be removed.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Kentucky State University submitted their programs and received written notification of the results of the program review in a letter dated September 22, 2020.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Kentucky State University.

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

Groups Consulted and Brief Summary of Responses:

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

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

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

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

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant continuing CAEP/EPSB state accreditation to the EPP and approve the initial and advanced preparation programs at the Union College?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: A joint CAEP/EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on October 18-20, 2020. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by CAEP and the state. Union College's visit was originally scheduled in March 2020; however, due to COVID pandemic the EPP was allowed by CAEP to postpone the visit until Fall 2020.

Under CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and do not recommend status on standards met or not met. The site team also reviews AFIs from the previous accreditation visit and the state team members review any EPSB-cited AFIs.

SITE TEAM RECOMMENDATIONS:

NCATE AFIs from previous visit: The site visitors recommended removal of three (3) previous NCATE AFIs based on the NCATE Standards.

1). **NCATE Standard 5:** The unit lacks sufficient evidence that the professional education faculty are actively engaged in scholarship. [initial and advanced] NCATE and State issued

Recommendation: Remove. This legacy AFI is no longer part of CAEP standards.

2). **NCATE Standard 4:** Candidates in initial and advanced programs have limited opportunities to interact with ethnically or racially diverse candidates. [initial and advanced] NCATE and State issued.

Recommendation: Remove. This legacy AFI is no longer part of CAEP standards.

3). **NCATE Standard 6:** The institution does not provide sufficient personnel for unit leadership and operations. [initial and advanced] NCATE and State issued.

Recommendation: Remove. This legacy AFI is no longer part of CAEP standards.

CAEP AFIs from site visit: The site visitors recommended four (4) AFIs.

1). CAEP Standard 4 Program Impact: The EPP does not sufficiently document the impact of Initial-licensure level completers on P-12 student learning/development. (4.1 initial)

Rationale: The EPP provided limited evidence or plans to measure the impact of Initial-licensure level program completers on P-12 student learning/development. Principal/administrator interviews suggest that completers are well prepared, but evidence was anecdotal.

2). CAEP Standard 4 Program Impact: The EPP does not sufficiently document Initial-licensure level completers' effectiveness in applying knowledge, skills and dispositions. (4.2 initial)

Rationale: The EPP provided limited evidence of structured and validated observation instruments and/or student surveys that completers effectively apply professional knowledge, skills and dispositions. Principal/administrator and EPP alumni interviews suggest that completers are effective, but evidence was anecdotal.

3). CAEP Standard 5 Provider Quality Assurance & Continuous Improvement: The EPP does not regularly and systematically assess performance against its goals and relevant standards to improve program elements and processes (5.3 initial)

Rationale: Though the EPP reports candidate performance on licensure exams at the program level, there is inconsistency in reporting candidate performance at the program level for its Course Embedded Assessments (CEAs) and dispositions, including when three cycles are reported. Aggregation across years for specific assessments makes it impossible to know if the EPP is regularly and systematically assessing candidate performance and other outcomes in the quality assurance system.

4). CAEP Standard 5 Provider Quality Assurance & Continuous Improvement: The EPP does not widely share measures of completer impact on P-12 student growth, nor are data used to make decisions related to programs, resource allocation or future directions (5.4 initial)

Rationale: The EPP did not provide data or a plan that specifically addresses how initial-licensure level program completers impact P-12 student growth. There was no evidence that the results of these measures are shared because they do not exist.

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

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at the Union College. The CAEP Accreditation Council removed the two (2) AFIs in Standard 4 and retained two (2) AFIs in Standard 5. Additionally, the CAEP Accreditation Council agreed with the team's recommendation for the removal of the previous NCATE issued AFIs.

1). CAEP Standard 5 Provider Quality Assurance & Continuous Improvement: There is insufficient evidence that the EPP regularly and systematically assesses performance against its goals and relevant standards to improve elements and processes. (5.3)

Rationale: The EPP did not provide evidence of meetings or schedules associated with continuous improvement that included minutes, or documentation of attendance other than anecdotal summaries.

2). CAEP Standard 5 Provider Quality Assurance & Continuous Improvement: There is insufficient evidence that the EPP widely shares measures of completer impact on P-12 student growth or that data are used to make decisions related to programs, resource allocation or future directions. (5.4)

Rationale: The EPP did not provide evidence of meetings or schedules associated with completer impact that included minutes, or documentation of attendance other than anecdotal summaries.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 15, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC agreed

with the finding of the CAEP Accreditation Council that all standards were met. The AAC agreed with the CAEP Accreditation Council's recommendation of two AFIs.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Union College submitted their programs and received written notification of the results of the program review in a letter dated February 14, 2020.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Union College.

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

Groups Consulted and Brief Summary of Responses:

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

The AAC found that all standards were met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Union College.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

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

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant continuing EPSB state accreditation to the EPP and approve the initial and advanced preparation programs at the Midway University?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: An EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on November 15-17, 2020. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by the state.

Under EPSB guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and the status on standards met or not met. Also, the site team reviews AFIs from the previous accreditation visit

SITE TEAM RECOMMENDATIONS:

NCATE AFIs from previous visit: The site visitors recommended removal of three (3) previous NCATE AFIs based on the NCATE Standards.

- 1). **NCATE Standard 2 Assessment System & Unit Evaluation:** While the unit shows evidence that it collects data, the unit does not demonstrate that it analyzes and evaluates data

Recommendation: Remove, but continue in CAEP Standard 5.3

2). **NCATE Standard 3 Field Experiences & Clinical Practice:** The unit does not ensure that field experiences are implemented sufficiently to ensure that all candidates develop and demonstrate professional proficiencies.

Recommendation: Remove, but continue in CAEP Standard 2.3

3). **NCATE Standard 3 Field Experiences & Clinical Practice:** The unit does not provide all candidates with sufficient opportunities in their field experiences to develop and demonstrate knowledge and skills to help all students learn.

Recommendation: Remove, but continue in CAEP Standard 2.3

AFIs from state site visit based on CAEP Standards: The site visitors recommended twelve (12) AFIs and one (1) Stipulation.

CAEP STANDARD 1 CONTENT & PEDAGOGICAL KNOWLEDGE:

AFI 1). The EPP provided insufficient evidence of candidate ability to use research and evidence to measure student progress or to use their own professional practice. (1.2 initial)

Rationale: Due to the lack of three cycles of data, the EPP is unable to complete sufficient data analysis required for this component.

AFI 2). The EPP provided insufficient evidence of candidates' ability to demonstrate skills and commitment that provide all P-12 students access to rigorous college- and career-ready skills. (1.4 initial)

Rationale: The EPP reported that candidates address Kentucky Academic Standards in their lesson plans. However, due to the lack of three cycles of data, the EPP is unable to complete sufficient data analysis required for this component.

CAEP STANDARD 2 CLINICAL PARTNERSHIPS AND PRACTICE:

AFI 3). The EPP provides limited evidence of partner involvement in co-constructed, mutually beneficial P-12 school and community arrangements. (2.1 initial)

Rationale: Partners are not consistently involved in the shared decision-making processes for continuous improvement. The EPP lacked documentation of collaboration with distant partners in the shared accountability for candidate outcomes and program improvement.

AFI 4). The EPP provides limited evidence that clinical experiences are of sufficient depth, breadth, and coherence to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning development. (2.3 initial)

Rationale: The EPP has shared that this is an area of revision and is currently working on this. Only 2 cycles of data were provided on the video lesson plan and it was a comparison

of the total group instead of the individual candidate's developing effectiveness and positive impact on all students.

CAEP STANDARD 3 CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY:

AFI 5). The EPP presented limited data, plans, and goals to recruit high-quality candidates from diverse backgrounds and for hard to staff areas (3.1 initial).

Rationale: The EPP provided limited information but no EPP-created, formalized recruitment plans for diverse candidates and hard to staff areas. No goals regarding recruitment were discussed in the on-site visit due to no formalized and specific recruitment plan. While informal plans were discussed, there is no baseline data, goals for the future, or consistent tracking of this information.

AFI 6). The EPP provided little data to demonstrate that the EPP establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program (3.3 initial)

Rationale: The EPP provided tools used to measure attributes and dispositions beyond academic ability, but no specific data linked with those tools was provided. Numbers of issues with dispositions without any scores were provided and no trends or patterns were discussed around how this data is used to monitor candidate proficiency particularly beyond academic attributes.

AFI 7). The EPP provided little evidence that demonstrates that candidates positively impact P-12 student learning and development. (3.5 initial)

Rationale: The EPP provided little data that demonstrates candidate impact on P-12 student learning and development. While the EPP uses an instrument that may provide this information, little evidence is present to show how data is collected and analyzed from that instrument to demonstrate an impact on P-12 students.

AFI 8). The Phase-In Plan submitted by the EPP does not meet CAEP phase-in plan requirements to demonstrate program progression and monitoring of candidate performance. (A.3.3 advanced)

Rationale: The EPP phase-in plan lacks the depth and details around the required components of timelines, resources and responsibility. The rationale for action was not specific and the instruments, data, and resources suggested for collection do not reflect the sufficiency required for a phase-in plan.

CAEP STANDARD 4 PROGRAM IMPACT:

AFI 9). The EPP provided limited evidence to demonstrate the teaching effectiveness of completers. (4.2 initial)

Rationale: While principal interviews and New Teacher Survey principal feedback provided limited evidence to demonstrate the teaching effectiveness of completers, only one cycle of data and analysis was provided.

AFI 10). The EPP provided limited evidence of employer satisfaction with the preparation of completers. (4.3 initial)

Rationale: While principal interviews and New Teacher Survey principal feedback provided limited evidence to demonstrate employer satisfaction with teacher preparation programs, only one cycle of data and analysis was provided.

AFI 11). The EPP provided limited evidence of completer satisfaction with their preparation programs. (4.4 initial)

Rationale: While the completer interviews and New Teacher Survey KTIP intern responses provided limited evidence to demonstrate completer satisfaction with their preparation programs, only one cycle of relevant data was provided.

CAEP STANDARD 5 PROVIDER QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT:

AFI 12). The EPP provides limited evidence of regular and systematic assessment of performance against its goals and relevant standards to improve program elements and processes. (5.3 Initial, A.5.3 Advanced)

Rationale: The EPP provided insufficient data in order to conduct formalized, systemic analysis that informs continuous improvements. Also, during on-site interviews with faculty and stakeholders, they could not verify that data analysis occurs on a cyclical basis.

Stipulation 1). The EPP does not have verifiable, representative, cumulative, and actionable measures to produce empirical evidence needed for valid and consistent interpretations of data. (5.2 Initial, A.5.2 Advanced)

Rationale: The assessment measures do not meet CAEP/EPSTB sufficiency criteria that results in the use of data for program improvement.

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 15, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC found that all standards were met. The AAC agreed with fourteen (14) of the AFIs, but recommended removal of AFI A3.3 (advanced) and downgraded the Stipulation in Standard 5 to an AFI for 5.2 (initial and advanced), for a total of 15 recommended AFIs.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Midway University submitted their programs and received written notification of the results of the program review in a letter dated July 22, 2020.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial and advanced level educator preparation programs at Midway University.

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

Groups Consulted and Brief Summary of Responses:

Content Area Program Reviewers

Program Review Committee

Joint CAEP/EPsB Site Visitors

AAC

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

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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 2021-2022 School Year

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 2021-2022 school year.

Rationale:

During the Spring 2021 semester, as a result of the pandemic, many student teachers were unable to obtain experience in the classroom and many districts were unable to secure substitute teachers. The EPSB approved the conditional waiver to allow experience that a student teacher acquired as an emergency certified substitute teacher to meet the requirements of student teaching. Many stakeholders reported that the waiver was beneficial and have requested that it continue during the 2021-2022 school year.

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 2021-2022 school year?

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: For the Spring 2021 semester, the EPSB approved a conditional waiver allowing experience that a student teacher acquired as an emergency certified substitute teacher to meet the requirements of student teaching. In the midst of the pandemic, many districts had difficulty securing 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 those individuals were not comfortable serving as substitutes during the pandemic. Additionally, the requirements of the COVID-19 instructional setting prohibited many student teachers from obtaining experience in the classroom.

Many stakeholders reported that this waiver was very beneficial in meeting the needs of districts and student teachers during the spring semester and have requested its continuation for the 2021-2022 school year. As the pandemic continues and variants emerge, it is likely that substitute shortages will continue.

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)(n) the EPSB has the ability to waive regulatory requirements.

Therefore, staff is recommending that the EPSB approve a conditional waiver of 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 2021-2022 school year.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Request to Approve Remote Student Teaching Observations for all Educator Preparation Programs for the 2021-2022 School Year

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve remote student teaching observations for all educator preparation programs for the 2021-2022 school year.

Rationale:

Due to the COVID-19 health crisis, university supervisors were unable to complete in-person observations of student teachers during the previous school year. 16 KAR 5:040, Section 4(1) allows a portion of the observations to be remote but requires EPSB approval for remote observations. Approving remote observations for the upcoming school year will again provide flexibility for meeting the required number of observations.

Action Question:

Should the EPSB approve remote observations for all educator preparation programs for the 2021-2022 School Year?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 4(1) provides “The university supervisor shall conduct a minimum of four (4) observations of the student teacher in the actual teaching situation, a portion of which may be remote. Requests for remote observation(s) shall be submitted to and approved by EPSB prior to the observation(s).”

Summary: University supervisors are considered visitors in school buildings. During the 2020-2021 school year, schools restricted the number of visitors to comply with the guidance for mitigating the spread of COVID-19. Additionally, intermittent school closures during the Fall 2020 and Spring 2021 semesters, required remote observations to occur in online classrooms.

As we continue to battle COVID-19 and the variants, it is likely that university supervisors will need additional flexibility in performing observations. Approving remote observations will provide additional flexibility for meeting the required number of observations while protecting the safety of the students and teachers in the schools. Therefore, staff is recommending that the EPSB approve remote student teaching observations for all educator preparation programs for the 2021-2022 school year.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Student Teaching Placement Request for Max Elam

Action Question:

Should the Education Professional Standards Board (EPSB) approve Morehead State University's alternative student teaching placement request for Max Elam?

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 a middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff.

Summary: Morehead State University Engineering Technology student Max Elam is assigned to student teach during the Fall 2021 semester. The county in which Mr. Elam is completing his student teaching, does not have a qualified elementary or middle school engineering technology placement. Every effort has been made to find an elementary and middle school placement, but there is not one available. Due to the circumstances listed on the waiver request, Morehead State University is requesting that Mr. Elam complete his seventy-day student teaching assignment in two high school settings.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Student Teaching Placement Request for Paige Glass

Action Question:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's alternative student teaching placement request for Paige Glass?

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 a middle/high school placement. Institutions unable to locate a placement aligned with grade level requirements shall submit an alternative placement request to EPSB staff.

Summary: Western Kentucky University Spanish student Paige Glass is assigned to student teach during the Fall 2021 semester. It is rare that foreign language courses are taught by a certified teacher at the elementary level. Every effort has been made to find an elementary and middle school Spanish placement, but there are none available. Ms. Glass has completed a variety of fieldwork experience at all three levels throughout her clinical hours. Due to the circumstances listed on the waiver request, Western Kentucky University is requesting that Ms. Glass complete her seventy-day student teaching assignment in one high school setting. The university will be providing additional support to Ms. Glass during her assignment.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 3:090. Request to Waive Admission and Certification Requirements for Principal Certification for Michelle Klein

Action Question:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's (WKU) request to waive the teaching experience requirement for Michelle Klein to allow her to be admitted to WKU's School Principal P-12 program and issued the principal certificate?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 3:090

History/Background:

Existing Policy: 16 KAR 3:090 establishes the preparation and certification requirements for all advanced educational leaders. Section 2 of the regulation outlines the prerequisites for admission to all advanced educational leadership certification programs. These prerequisites include qualifications for a Kentucky teaching certificate; admission to the program on the basis of criteria identified by the approved provider; Rank II; and completion of at least three years of full-time, documented teaching experience in a public school or a nonpublic school which meets the state performance standards, or which has been accredited by a regional or national accrediting association. Section 9(4) of the regulation outlines the prerequisites for issuance of a Statement of Eligibility for Advanced Educational Leader-School Principal. These prerequisites include successful completion of an approved program of preparation; three years of full-time teaching experience; and, successful completion of the appropriate assessments.

Summary: At the June 2021 EPSB meeting, the Waiver Committee reviewed this waiver request. The Committee recommended deferment of the waiver to the August EPSB meeting in order to seek more detailed information about the applicant's experience directly teaching students in the school setting. The EPSB voted to defer the request.

WKU has submitted subsequent documents from the applicant explaining more in-depth her experience in teaching gifted programming to students and a letter of support from her building principal.

Summary from waiver at June Board meeting: Dr. Corinne Murphy, Dean of the College of Education and Behavioral Sciences at WKU has submitted the waiver request on behalf of Michelle Klein. According to WKU, Ms. Klein is a unique educator with twenty years of

experience in both public and parochial schools. Her path to school administration occurred in an alternative, yet parallel pathway, to that of a traditional candidate. Although she does not have three years of experience as a classroom teacher, her experiences as a school psychologist, Gifted Coordinator, and District MTSS/Data Analysis Coordinator provided the unique opportunity to work with teachers and principals for assisting with effective practices, problem solving, and using data to make informed decisions about instruction for school improvement. Her work with teachers and principals in the various roles provided a broad and deep understanding for improving instruction within schools. Ms. Klein also has four years of experience as the Dean of Students in an accredited parochial school and facilitated the process for Blue Ribbon status. WKU's Proficiency Evaluation Committee has reviewed and scored her digital portfolio of evidence and are ready to approve her Level I Principal certification. WKU believes her educational preparation as well as both public and parochial school experiences have fulfilled the spirit of 16 KAR 3:090's requirement for three years of classroom teaching experience. WKU attests that her record indicates an individual who understands curriculum and instruction, the challenges faced by classroom teachers and building administrators, and the social and emotional needs of students. As Dean of Students at Christ the King School, Ms. Klein's role for four years was commensurate to that of a certified building principal in any Kentucky public school.

WKU is requesting that Ms. Klein's previous experience be accepted for admission to the program and issuance of the principal certification.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Required GPA for Admission to Master of Arts in Education Program for Learning and Behavior Disorders

Action Question:

Should the Education Professional Standards Board (EPSB) approve Georgetown College's request to waive the grade point average (GPA) requirement for an applicant's admission to an initial graduate level educator preparation program?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 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(3)(a) of the regulation states that "Admission to an approved graduate level initial certification educator preparation program shall require the following: (a) 1. A bachelor's degree or advanced degree awarded by a regionally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale; or 2. A grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework;

Summary: Georgetown College submitted a waiver request on behalf of an applicant for admission to the Master of Arts in Education Program for Learning and Behavior Disorders. When the applicant applied in Fall 2020, she did not meet the GPA requirements of 16 KAR 5:020. In an attempt to earn admission to the program and pursue certification, the applicant successfully completed six additional hours of undergraduate study and six hours of graduate education study. She earned a 4.0 GPA for those twelve hours. However, her GPA on the last thirty hours still falls short of the required 3.0. Georgetown College indicated in the waiver request that the applicant endured extenuating circumstances while completing her previous coursework. She had a small child who suffered a stroke and subsequently suffered seizures. Although the applicant was later able to move out of her grandmother's home, she struggled to adjust to single parenthood while balancing other responsibilities. Georgetown College feels that the applicant has since demonstrated that she has the capacity and the commitment to complete graduate coursework successfully. When the applicant applied to Georgetown College, she was made aware she would need to undertake additional coursework to meet the requirements of 16 KAR 5:020. Georgetown College indicated that she followed the advice she was given and earned excellent grades. Because she is one three-hour A, B, or C (six quality points) away from meeting the requirement by

replacing an earned F with a passing grade, Georgetown College believes the applicant has earned consideration for admission to the program this fall.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Five Year Test Recency Requirement for Ashley Alghatas

Action Question:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's (WKU) request to waive the assessment recency requirement for admission to an educator preparation program?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 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 3 of the regulation states that a passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission five (5) years from the assessment administration date.

Summary: Dr. Corinne Murphy, Dean of the College of Education and Behavioral Sciences at WKU has submitted a request to waive 16 KAR 5:020 Section 3 on behalf of Ashley Alghatas. According to WKU, Ms. Alghatas is a non-traditional student who began her teacher preparation program in Tennessee. In 2015, while at Middle Tennessee State University, she successfully passed all three exams of the Praxis Core Academic Skills for Educators. Ms. Alghatas was unable to complete her program due to care needed for her son. She has transferred to WKU majoring in History and Arabic. She has a high GPA and her passing scores in 2015 were much higher than the qualifying minimum score required by the state. WKU believes that her high GPA and previous scores are an indicator of her future success. The Educational Testing Service states on its website that scores are valid for ten years and allows students access to the scores for that ten-year period. WKU is requesting a waiver of the five-year recency requirement to admit Ms. Alghatas to the program based upon her scores from March 2015.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Terrell Horton

Action Question:

Should the Education Professional Standards Board (EPSB) approve Georgetown College's request to waive the regional accreditation for the bachelor's or advanced degree required for admission to an initial graduate level educator preparation program?

Applicable Statute or Regulation:

KRS 161.028, 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(3) of the regulation states that "Admission to an approved graduate level initial certification educator preparation program shall require (a)1. A bachelor's degree or advanced degree awarded by a regionally accredited college."

Summary: Dr. Kimberly Walters-Parker, Interim Dean of the College of Education at Georgetown College has submitted a waiver request on behalf of Terrell Horton. Mr. Horton has applied to the Master of Arts in Education for Learning and Behavioral Disorders initial certification program at Georgetown College. According to Dr. Walters-Parker, Mr. Horton meets all the requirements for admission to the initial graduate program except he does not possess a bachelor's degree from a regionally accredited college or university. The applicant possesses a bachelor's degree from Full Sail University, which is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is recognized by the United States Department of Education. Full Sail University is based in Winter Park, Florida.

In April 2021, the EPSB approved an amendment to 16 KAR 5:020 that allows an applicant to hold a bachelor's degree from a regionally or nationally accredited college or university. The amended regulation is currently completing the legislative process and is expected to become effective on November 30, 2021.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Christina McCloud

Action Question:

Should the Education Professional Standards Board (EPSB) approve Georgetown College's request to waive the regional accreditation for the bachelor's or advanced degree required for admission to an initial graduate level educator preparation program?

Applicable Statute or Regulation:

KRS 161.028, 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(3) of the regulation states that "Admission to an approved graduate level initial certification educator preparation program shall require (a)1. A bachelor's degree or advanced degree awarded by a regionally accredited college."

Summary: Dr. Kimberly Walters-Parker, Interim Dean of the College of Education at Georgetown College has submitted a waiver request on behalf of Christina McCloud. Ms. McCloud has applied to the Master of Arts in Education for Learning and Behavioral Disorders initial certification program at Georgetown College. According to Dr. Walters-Parker, Ms. McCloud meets all the requirements for admission to the initial graduate program except she does not possess a bachelor's degree from a regionally accredited college or university. The applicant possesses a bachelor's degree from Daymar College, which is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is recognized by the United States Department of Education. Daymar College is based in Kentucky, Ohio and Tennessee.

In April 2021, the EPSB approved an amendment to 16 KAR 5:020 that allows an applicant to hold a bachelor's degree from a regionally or nationally accredited college or university. The amended regulation is currently completing the legislative process and is expected to become effective on November 30, 2021.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Regional Accreditation for Degree Required for Admission to an Initial Graduate Level Program for Larry Jones

Action Question:

Should the Education Professional Standards Board (EPSB) approve Georgetown College's request to waive the regional accreditation for the bachelor's or advanced degree required for admission to an initial graduate level educator preparation program?

Applicable Statute or Regulation:

KRS 161.028, 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(3) of the regulation states that "Admission to an approved graduate level initial certification educator preparation program shall require (a)1. A bachelor's degree or advanced degree awarded by a regionally accredited college."

Summary: Dr. Kimberly Walters-Parker, Interim Dean of the College of Education at Georgetown College has submitted a waiver request on behalf of Larry Jones. Mr. Jones has applied to the Master of Arts in Education for Learning and Behavioral Disorders initial certification program at Georgetown College. According to Dr. Walters-Parker, Mr. Jones meets all the requirements for admission to the initial graduate program except he does not possess a bachelor's degree from a regionally accredited college or university. The applicant possesses a bachelor's degree from Full Sail University, which is nationally accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC is recognized by the U.S. Department of Education. Full Sail University is based in Winter Park, Florida.

In April 2021, the EPSB approved an amendment to 16 KAR 5:020 that allows an applicant to hold a bachelor's degree from a regionally or nationally accredited college or university. The amended regulation is currently completing the legislative process and is expected to become effective on November 30, 2021.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

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

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

Existing Policy: 16 KAR 2:120 establishes the requirements for issuance of an emergency certificate. These requirements include a minimum of a bachelor's degree from a regionally accredited college or university with a 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: Montgomery County Schools reports that they have been struggling to find certified candidates in many areas, especially Math and Special Education. The applicant is interested in filling a Learning and Behavior Disorders, special education position. The district notes that he has excellent references who speak to his excellent character. The applicant wants to pursue teacher certification through the Option 6 alternative route, but his GPA does not meet the requirement for admission to an Option 6 program. He also does not meet the GPA requirement for issuance of an emergency certificate. The applicant has enrolled in graduate courses to raise his GPA for admission to an Option 6 program. The district is requesting that the EPSB waive the required GPA and issue an emergency certificate for this applicant while he works to meet the admission requirements for an Option 6 program.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 4:060. Request to Waive Renewal Requirements for Katie Jenkins

Action Question:

Should the Education Professional Standards Board (EPSB) approve the applicant's request to allow the experience that she has completed to qualify for renewal of her certificate?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 4:060

History/Background:

Existing Policy: 16 KAR 4:060 requires that for an educator to renew a certificate, the educator must obtain three years of teaching experience or six semester hours of new graduate coursework since the certificate was last issued or renewed. To meet the requirements of the regulation, the teaching experience shall be in either a public school or a regionally or nationally accredited nonpublic school.

Summary: Katie Jenkins is certified in Elementary Education. She has one year of eligible experience teaching 4th grade science with Paducah Independent Schools during the 2016-2017 school year. From Fall 2017 to Spring 2019, Ms. Jenkins was employed as a part-time STEM teacher with the Challenger Learning Center (CLC) developing and teaching STEM curriculum to 4th, 5th, and 6th grade students in classroom settings and summer camps. Ms. Jenkins states that she also stayed connected with her local school district by leading professional developments for the new science standards and being a lead contact with curriculum development. The director of the CLC notes that Ms. Jenkins was given extra responsibility in writing curriculum and facilitating programs because of her certification. The CLC is not a public school or an accredited nonpublic school but is a learning institution that works with multiple school districts. Ms. Jenkins is requesting that the EPSB accept the two years of experience at the CLC towards meeting the requirements for renewal of her certificate.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 8:010. Request to Allow Coursework in Education and Social Change to Count for Rank I and Rank II for Jennifer Zimmerman

Action Question:

Should the Education Professional Standards Board approve the applicant's request to allow the graduate coursework completed in the PhD program to meet the requirements for Rank II and Rank I?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, KRS 161.1211, 16, KAR 8:010, 16 KAR 8:020

History/Background:

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

KRS 161.1211 also sets the standards for Rank I for certified educators as a master's degree in a subject field approved by the EPSB, thirty additional semester hours of approved graduate work, or equivalent continuing education. 16 KAR 8:010, requires the completion of approved graduate level credit or approved equivalent for issuance of Rank I.

Summary: Ms. Zimmerman is currently enrolled in a PhD program for Education and Social Change with a specialization in Special Education at Bellarmine University. She has completed 75 graduate hours in that program. Ms. Zimmerman holds a Professional Certificate for Teaching Exceptional Children, Moderate and Severe Disabilities, Grades Primary through 12. While the coursework is directly related to special education, education, and educational research, this program is not an approved rank change program. Ms. Zimmerman is requesting that the EPSB allow the 75 hours of graduate credit that she has completed to count for issuance of Rank II and Rank I.

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 for Heidi Abraham

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: Harlan County Schools has submitted the CA-265 application and portfolio for Heidi Abraham. The district is requesting that the EPSB approve her application for certification in the area of **Music, All Grades**. The application and portfolio are 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 taken the academic content assessment. Harlan County Public Schools offered the applicant a job teaching Music, 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 for Stuart Blood

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: Scott County Schools has submitted the CA-265 application and portfolio for Stuart Blood. The district is requesting that the EPSB approve his application for certification in the area of **Chemistry, Grades 8-12**. The application and portfolio are 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 in the academic area. Scott County Public Schools offered the applicant a job teaching Chemistry, Grades 8-12. 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 for Gretchen Burton

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: Taylor County Schools has submitted the CA-265 application and portfolio for Gretchen Burton. The district is requesting that the EPSB approve her application for certification in the area of **Business, Grades 5-12**. The application and portfolio are 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 passed the academic content assessment. Taylor County Schools offered the applicant a job teaching Personal Finance and Business Math. 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 for Ginger Moser

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: Boone County Schools has submitted the CA-265 application and portfolio for Ginger Moser. The district is requesting that the EPSB approve her application for certification in the area of **American Sign Language, All Grades**. The application and portfolio are 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 in the academic area. Boone County Schools offered the applicant a job teaching American Sign Language, All Grades. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

Contact Person:

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