

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 Conference Room 542A 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, December 13, 2021

EPSB Waiver Committee

8:30 AM ET

EPSB Meeting Agenda

9:00 AM ET

Call to Order

Roll Call

Public Comment

A dedicated public comment segment is included on the board's agenda. Public expression will be accepted via email only. The EPSB will accept written public comments that will be distributed to all EPSB members for review. The EPSB will only review and respond to information and feedback about matters listed on the board's agenda.

Anyone wanting to submit public expression must email sharon.chesser@education.ky.gov prior to the close of business on December 9, 2021. Individuals must provide their name and an email address where they can receive a response. Public criticism of individual staff members or individual board members is prohibited. Since no individual board member may act on behalf of the board, concerns about action of the board should be directed to the board as a whole.

Approval of Consent Items

- A. Approval of October 11, 2021, EPSB Meeting Minutes
- B. Request for SARA Approval of Western Governors University's Master of Art in Teaching: Learning and Behavior Disorders P-12 Graduate Certification Program (Ms. Sharon Salsman)
- C. Request to Offer Programs at an Off-Site Location, Campbellsville University (Ms. Kim Arington)

- D. 16 KAR 5:040. Alternative Student Teaching Placement Request for Joanne Fairhurst Maggard (Mr. Brandon Harrod)
- E. 16 KAR 5:040. Alternative Student Teaching Placement Request for Lauren Redding (Mr. Harrod)

Report of the Commissioner

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

Report of the Chair

- A. Recognition of Former EPSB Members
- B. Recognition of Former EPSB Staff
- C. Other Updates

Information Item

- A. 16 KAR 3:080. Career and Technical Education School Principals, Amendment (Ms. Cassie Trueblood)
- B. Association for Advancing Quality in Educator Preparation Partnership Agreement (Ms. Margaret Hockensmith)
- C. Overview of the Option 7 Alternative Route to Certification (Dr. Byron Darnall)

Action Items

- A. Option 7 Institute Proposal, Central Kentucky Educational Cooperative (Mr. Todd Davis)
- B. Option 7 Institute Proposal, iteach (Mr. Davis)
- C. Council for the Accreditation of Educator Preparation Partnership Agreement (Ms. Hockensmith)

Waivers

- A. 16 KAR 5:040. Request to Waive Field Experience Clock Hours Due to District Closures (Mr. Harrod)
- B. 16 KAR 5:040. Request to Waive Student Teaching Days Due to District Closures (Mr. Harrod)
- C. 16 KAR 5:040. Request to Waive Student Teaching Days for Ayla Roberts (Mr. Harrod)
- D. 16 KAR 5:040. Alternative Student Teaching Placement Request for Mychelle Bray (Mr. Harrod)
- E. 16 KAR 5:040. Alternative Student Teaching Placement Request for Sarah Collins (Mr. Harrod)

- F. 16 KAR 2:010. Request to Waive Grade Level Restrictions for William Calloway (Ms. Crystal Hord)
- G. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Sharon Ramey (Ms. Hord)
- H. 16 KAR 4:030. Request to Waive Equivalent Certification Requirement for Out-of-State Prepared Educator John Brewer (Ms. Hord)
- I. 16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Maegen Schmidt (Ms. Hord)

Alternative Route to Certification Applications

- A. Rachel Cease, English, Grades 5-9 (Ms. Hord)

Board Comments

Closed Session Review

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

Case Decisions

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

Adjournment

Next Regular Meeting:

February 14, 2022
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the October 11, 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 9:07 a.m. ET. In an effort to prevent the spread of the novel Corona Virus (COVID-19) this meeting was conducted by video teleconference. Vice-Chair Justin Mitchell read the mission statement to the EPSB and audience.

Swearing-In

Diane Berry was appointed to the EPSB as a representative of local school board members. Ms. Berry was sworn-in to the EPSB by Leah Sharpe.

Roll Call

The following Board members were present during the October 11, 2021, EPSB meeting: Diane Berry, Donna Hedgepath, Traci Hunt, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Carmen Souder, Beth Spradlin, Wade Stanfield, Julian Vasquez-Heilig and Sarah Weedman.

CPE: Absent

Cabinet: Absent

Approval of Consent Items

2021-164

Approval of August 16, 2021, EPSB Meeting Minutes

Board Approval for the Professional Learning Board's Online Courses

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

Emergency Non-Certified School Personnel Program

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

Vote: *Unanimous*

Report of the Executive Secretary

Commissioner Jason Glass shared updates from the Kentucky Department of Education and the Kentucky Board of Education. He also provided the EPSB with updates on the special legislative session and priorities for the upcoming regular session. The Commissioner invited the members

to the Education Summit and shared that KET is supporting a livestream and recording of the event.

Report from the Council on Postsecondary Education

Amanda Ellis shared a written update which was distributed to members prior to the meeting.

Report of the Associate Commissioner

Byron Darnall thanked the EPSB for their time and work. He also shared updates from the Office of Education Licensure and Effectiveness including the Grow Your Own Grants, the electronic platform with RANDA the Go Teach KY ambassador applications and modules for the Kentucky Academy for Equity in Teaching. Dr. Darnall also congratulated the Kentucky Teachers of the Year.

Report of the Chair

Chair Lisa Rudzinski recognized Vice-Chair Justin Mitchell on his award of 2021 Kentucky History Teacher of the Year from the Gilder Lehrman Institute of American History.

Chair Rudzinski also paused to reflect on all the educators and folks that work in education, and students that have been impacted by COVID-19. Chair Rudzinski offered thoughts and prayers for everyone that has been impacted by the loss of these educators, students and support staff.

Information/Discussion Items

Council for the Accreditation of Educator Preparation Partnership Agreement

Ms. Margaret Hockensmith presented the partnership agreement between the EPSB and the Council for the Accreditation of Educator Preparation.

Action Items

Approval for National Accreditor: Association for Advancing Quality in Educator Preparation **2021-165**

Motion made by Dr. Julian Vasquez-Heilig, seconded by Mr. Wade Stanfield, to approve.

Vote: *Unanimous*

Option 7 Institute Proposal, Central Kentucky Educational Cooperative **2021-166**

Motion made by Dr. Julian Vasquez-Heilig, seconded by Dr. Sherry Powers, to defer.

Vote: *Unanimous*

Option 7 Institute Proposal, iteach **2021-167**

Motion made by Dr. Julian Vasquez-Heilig, seconded by Dr. Sherry Powers, to defer.

Vote: *Unanimous*

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

2021-168

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

Vote: *Unanimous*

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

2021-169

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

Vote: *Unanimous*

16 KAR 6:010. Assessment Prerequisites for Teacher Certification, Statement of Consideration and Amended After Comments Regulation

2021-170

Motion made by Dr. Sherry Powers, seconded by Dr. Julian Vasquez-Heilig, to approve.

Vote: *Unanimous*

Request to Approve Certification of Expiring Regulations

2021-171

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

Vote: *Unanimous*

Request to Waive Grade Point Average Requirement for Emergency Certified Teachers for the 2021-2022 School Year

2021-172

Motion made by Dr. Julian Vasquez-Heilig, seconded by Ms. Sarah Weedman, to approve.

Vote: *Unanimous*

Waivers

16 KAR 2:010. Request to Waive Grade Level Restrictions for Two Bell County Teachers

2021-173

Motion made by Ms. Beth Spradlin, seconded by Dr. Donna Hedgepath, to approve.

Vote: *Unanimous*

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

2021-174

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

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Martha Day

2021-175

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

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Corey Martin

2021-176

Motion made by Ms. Carmen Souder, seconded by Ms. Beth Spradlin, to approve.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Sarah Strilka
2021-177

Motion made by Mr. Wade Stanfield, seconded by Ms. Sarah Weedman to approve.

Vote: *Unanimous*

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

2021-178

Motion made by Mr. Wade Stanfield, seconded by Ms. Sarah Weedman to approve.

Vote: *Unanimous*

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

2021-179

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

Vote: *Unanimous*

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

2021-180

Motion made by Ms. Carmen Souder, seconded by Ms. Diane Berry, to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Brittany Cain

2021-181

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 Catherine Gray

2021-182

Motion made by Dr. Donna Hedgepath, seconded by Ms. Beth Spradlin, to approve.

Vote: *Unanimous*

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Contessa Vick

2021-183

Motion made by Ms. Carmen Souder, seconded by Ms. Beth Spradlin, to approve.

Vote: *Unanimous*

16 KAR 8:010. Request to Allow Mental Health Counseling Degree for Rank I for Whitney Coe

2021-184

Motion made by Ms. Carmen Souder, seconded by Ms. Beth Spradlin, to approve.

Vote: *Unanimous*

Alternative Route to Certification Applications

Melanie Meek, Chemistry, Grades 8-12

2021-185

Motion made by Mr. Wade Stanfield, seconded by Mr. Justin Mitchell, to approve.

Vote: *Unanimous*

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

Vote: *Unanimous*

Motion made by Mr. Mitchell, seconded by Ms. Berry, to return to open session.

Vote: Unanimous

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

Diane Berry, Donna Hedgepath, Traci Hunt, Justin Mitchell, Lisa Rudzinski, Carmen Souder, Beth Spradlin, Wade Stanfield and Sarah Weedman.

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

Initial Case Review

<u>Case Number</u>	<u>Decision</u>
2107341	Admonish
2107353	Defer for Training
2107331	Attorney Review
2107361	Attorney Review
2107339	Attorney Review
2107363	Attorney Review
2107345	Attorney Review
2107355	Attorney Review
2107357	Attorney Review
2107335	Attorney Review
2108505	Attorney Review
2107351	Attorney Review
2107349	Attorney Review
2107347	Attorney Review
2104303	Defer for Training
2103241	Attorney Review
2104275	Defer for Training
2103243	Attorney Review
2103237	Attorney Review
2107333	Dismissed
2107337	Admonish & Training

2108489	Dismissed
2107407	Dismissed
2107423	Defer for Training
2107399	Dismissed
2107397	Dismissed
2107431	Dismissed
2107373	Dismissed
2107365	Defer for Training
2107389	Defer for Training
2107381	Dismissed
2107427	Dismissed
2107391	Dismissed
2107421	Dismissed
2107411	Dismissed
2107415	Dismissed
2107375	Dismissed
2107379	Defer for Training
2107405	Dismissed
2107377	Dismissed
2107383	Dismissed
2107385	Dismissed
2107413	Defer for Training
2107387	Defer for Training
2107409	Defer for Training
2107401	Dismissed
2107429	Dismissed
2107433	Dismissed
2107395	Dismissed
2107393	Defer for Training
2107371	Defer for Training
2107403	Dismissed
2107343	Attorney Review
2108487	Defer for Training
20101473	Refer to Hearing
20121585	Refer to Hearing
210129	Refer to Hearing
2102173	Refer to Hearing
20101475	Dismissed
20121577	Defer
20101393	Defer
20101489	Attorney Review
20101477	No Further Action
20101429	No Further Action
20101495	Attorney Review
2001287	Attorney Review
20061067	Attorney Review

2003675	Admonish
2003797	Admonish
20071289	Admonish
20071321	Admonish
20061119	Admonish
2004921	Attorney Review
20061093	Attorney Review
2004903	No Further Action
20061097	No Further Action
20071257	No Further Action
20101445	Dismissed
2102137	Dismissed
2102139	Dismissed
2102133	Dismissed
20101413	Dismissed
20121631	Dismissed
20071327	Dismissed
20061161	Dismissed
20071323	Dismissed
20061153	Dismissed
2107417	Dismissed
2107367	Dismissed

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
211453	Approve
211297	Deny
211446	Approve
211506	Approve
211515	Deny
211538	Deny
211543	Approve
211555	Approve
211577	Approve
211583	Approve
211619	Approve
211615	Approve
211576	Approve
211620	Approve
211644	Approve
211630	Approve
211681	Approve
211498	Approve
211691	Approve
211443	Approve
211500	Approve

211509	Approve
211527	Approve
211456	Deny
211567	Deny
211598	Approve
211599	Approve
211607	Approve
211613	Approve
211624	Deny
211637	Approve
211640	Approve
211647	Approve
211654	Approve
211655	Approve
211670	Approve
211672	Approve
211673	Approve
211631	Defer
211710	Approve
211594	Deny

(Ms. Rudzinski recused)

Agreed Orders

Case Number

Decision

2102141 Sally Sugg

Accept Agreed Order stating the Board reminds Sugg that as Superintendent of Schools, she has a duty to make sure her district is properly following all state laws regarding its proper functioning. While it recognizes that the decisions at issue were made prior to Sugg’s tenure as Superintendent, KRS 161.370 places the onus of compliance on her. The Board encourages Sugg to be more diligent in the future.

Sugg has provided written proof to the Board that she has taken and completed a course of training/professional development on the subject of Certification and Hiring Practices.

On or before January 1, 2022, Sugg shall provide written proof to the Board that she has taken a course of training/professional development on the subject of educator ethics as approved by the Board. Any cost associated with said training shall be paid for by Sugg. If Sugg fails to provide the written proof, Certificate

Number 200005870 shall be administratively suspended until such time as Sugg provides the written proof.

Sugg 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

2104293 Arthur Bengé

Accept Agreed Order stating Certificate number 201223923 is expired. Bengé agrees to neither apply for nor be issued a teaching, administrative, or emergency substitute certificate in the Commonwealth of Kentucky for the remainder of his lifetime.

Vote: Unanimous

2104291 Terry Price

Accept Agreed Order admonishing Price and reminding him it is his duty to respond professionally and in accordance with the law, even in difficult situations.

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

Price shall submit written proof to the Board that he 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 Price. If Price fails to satisfy this condition by January 1, 2022, his certificate shall be administratively suspended until he completes the required training and provides the appropriate written proof to the Board.

Vote: Unanimous

21013 Brandon Hibbard

Accept Agreed Order stating prior to accepting a certified position, Hibbard shall provide written proof to the Board that he has completed three (3) hours of professional

development or training on the topic of Educator Ethics. Hibbard shall pay any expense incurred. If Hibbard fails to satisfy this condition, Certificate Number 200144221 shall be administratively suspended until such condition is fulfilled.

Prior to accepting a certified position, Hibbard shall provide written proof to the Board that he has completed three (3) hours of professional development or training on the topic of Professionalism. Hibbard shall pay any expense incurred. If Hibbard fails to satisfy this condition, Certificate Number 200144221 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Hibbard shall report his employment to the Board within thirty (30) days. If Hibbard fails to satisfy this condition, Certificate Number 200144221 shall be administratively suspended until such condition is fulfilled.

Upon accepting a certified position in the Commonwealth of Kentucky, Certificate Number 200144221 shall be subject to the following probationary condition for a period of three (3) years:

1. Hibbard shall receive no disciplinary action for neglect of duty from any school district in which he is employed during the probationary period. If Hibbard fails to satisfy this condition, Certificate Number 200144221 shall be suspended pending Board review and disposition.

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

Vote: *Unanimous*

2103207 Bryan O'Reilly

Accept Agreed Order stating O'Reilly is retired and has no plans of re-entering the education profession. Upon acceptance of this agreement by the Board, O'Reilly shall not seek or accept any position of employment in Kentucky that requires educator certification. Upon the natural expiration of Certificate Number 000019594, O'Reilly 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 O'Reilly violates this agreement, Certificate Number 000019594 shall be administratively suspended pending Board review and disposition, and/or any application for certification shall be denied.

Vote: *Unanimous*

CF 211218 Karina Jordan

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

1. By March 30, 2022, Jordan shall submit written proof to the Board that she has completed educator ethics training, as approved by the Board. Any expense required for said training shall be paid by Jordan. Failure to provide written proof of training by March 30, 2022, shall result in the administrative suspension of Jordan's certificate until such condition is satisfied.
2. By July 1, 2022, Jordan shall submit written proof to the Board that she has completed fiscal management training, as approved by the Board. Any expense required for said training shall be paid by Jordan. Failure to provide written proof of training by July 1, 2022, shall result in the administrative suspension of Jordan's certificate until such condition is satisfied.

Furthermore, for a period of five (5) years, any and all certificates issued to Jordan shall be subject to the following conditions:

1. Jordan shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. A violation is not considered a minor traffic violation if it is a violation for which jail time may be imposed. If Jordan is convicted of, or enters a guilty or no contest plea, to any criminal charge other than minor traffic violations, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will result in Jordan's certificate being automatically suspended pending Board review and disposition.
2. Jordan shall submit a copy of her current criminal record, as prepared by the Administrative Office of the Courts, with any application for renewal of her certification(s) and/or for additional certification(s). Any expense required to satisfy this condition shall be paid by Jordan. Any application for renewal and/or additional certification(s) shall not be processed until such condition is satisfied.

Vote: *Unanimous*

1211709 Daniel Neal

Accept Agreed Order stating Neal voluntarily, knowingly, and intelligently surrenders Certificate Number 000025075, and agrees to not apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Neal shall immediately surrender the original and all copies of his certificate, by personal delivery or first-class mail, to the Education Professional Standards Board, 300 Sower Blvd. 5th Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

20071245 Brooke Branham

Accept Agreed Order admonishing Branham for failure to maintain the dignity and integrity of the profession. The Board reminds Branham she has an ethical obligation as an educator in the Commonwealth to strive for excellence.

On or before January 1, 2022, Branham shall provide written proof to the Board, she has completed a training course on Educator Ethics. Any expense incurred shall be paid for by Branham. If Branham fails to satisfy this condition by January 1, 2022, Certificate Number 201179616 shall be administratively suspended until such condition is satisfied.

On or before January 1, 2022, Branham shall provide written proof to the Board, she has completed a training course on Social Media. Any expense incurred shall be paid for by Branham. If Branham fails to satisfy this condition by January 1, 2022, Certificate Number 201179616 shall be administratively suspended until such condition is satisfied.

On or before January 1, 2022, Branham shall provide written proof to the Board, she has completed a training course on Cultural Competency. Any expense incurred shall be paid for by Branham. If Branham fails to satisfy this condition by January 1, 2022, Certificate Number 201179616 shall be administratively suspended until such condition is satisfied.

Branham 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*

2103209 Kylie Hilander

Accept Agreed Order suspending certificate number 201193073 from June 1, 2021 to August 1, 2021. Hilander shall neither apply for, nor be issued, a teaching, emergency and/or administrative certificate in the Commonwealth of Kentucky during the suspension period.

Hilander 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 Hilander. If Hilander fails to satisfy this condition by April 1, 2022, her certificate shall be administratively suspended until she completes the

required training and provides the appropriate written proof to the Board.

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

Hilander shall submit written proof to the Board that she has completed professional development training with a focus on appropriate student teacher boundaries, as approved by the Board. Any expense required for said training shall be paid by Hilander. If Hilander fails to satisfy this condition by April 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 201193073 shall be on a five (5) year probationary period. The condition of the probation are as follows:

1. Hilander shall not receive any disciplinary action related to student interactions 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.

Hilander 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*

2102161 Tracy Warren

Accept Agreed Order suspending Certificate Number 200100676 for eleven (11) months.

Prior to reinstatement, Warren shall provide written proof to the Board that she has complied with a comprehensive alcohol/substance abuse assessment within the last thirty (30) days by a licensed or certified chemical dependency counselor, as approved by the Board, and is compliant with all treatment recommendations. Warren shall pay any expense incurred. Certificate Number 200100676 shall not be reinstated until such condition is satisfied.

Upon acceptance of this agreement by the Board, Certificate Number 200100676 shall be on a permanent probation and subject to the following probationary conditions:

1. If the evaluating chemical dependency counselor makes any treatment recommendations, Warren shall submit quarterly written progress reports to the Board on July 30th, October 30th, January 30th, and April 30th of every year once her certificate is reinstated. If Warren fails to satisfy this condition, Certificate Number 200100676 shall be administratively suspended until such condition is satisfied.

2. Warren shall submit to random drug testing, to be administered by a provider approved by the Board and shall receive no drug test that is positive for alcohol or any illegal substance or that is in excess of therapeutic levels generally accepted in the medical community. Warren shall pay any expense incurred. If Warren fails to satisfy this condition, Certificate Number 200100676 shall be administratively suspended pending Board review and disposition.

3. Warren shall receive no disciplinary action involving the use of drugs or alcohol from any school district in which she is employed. If Warren fails to

satisfy this condition, Certificate Number 200100676 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.

4. Warren shall receive no further convictions for any crime involving the use and/or possession of any controlled substance or alcohol. If Warren fails to satisfy this condition, Certificate Number 200100676 shall be administratively suspended pending Board review and disposition.

Warren 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*

2002351 Hunter Lovell

Accept Agreed Order permanently revoking Certificate Number 201223834. Lovell shall neither apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Lovell, or on his behalf, shall be denied.

Vote: *Unanimous*

2104305 Joy Cowan

Accept Agreed Order retroactively suspending Certificate Number 200702596 from January 30, 2021, to March 16, 2021, a period of forty-five (45) days.

Prior to February 1, 2022, Cowan shall provide written proof to the Board that she has completed three (3) hours of professional development or training in the area of educator ethics, as approved by the Board. Cowan shall pay any expense incurred. If Cowan fails to satisfy this condition, Certificate Number 200702596 shall be administratively suspended until such condition is fulfilled.

Further, upon reinstatement Certificate Number 200702596, shall be subject to the following conditions for a period of two (2) years:

1. Cowan shall not receive any disciplinary action from any school district in which she is employed. If Cowan fails to satisfy this condition, Certificate Number 200702596 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.

Cowan 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*

2004901 Charles Overstreet

Accept Agreed Order stating Overstreet is no longer employed in the classroom, and Certificate 201221305 has expired. Overstreet agrees that he shall neither apply for, nor be issued, a teaching, administrative, and/or and emergency substitute teaching certificate in the Commonwealth of Kentucky at any time in the future. Any such applications made by Overstreet will be automatically denied.

Overstreet 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*

20101469 Mollie Verkamp

Accept Agreed Order stating Verkamp voluntarily, knowingly, and intelligently surrenders her teaching certificate, number 201185436, and agrees to not apply for, nor be issued, a teaching, administrative,

or emergency certificate in the Commonwealth of Kentucky at any time in the future. Upon the acceptance of this agreement by the Board, Verkamp shall immediately surrender the original and all copies of her certificate, by personal delivery or first-class mail, to the Education Professional Standards Board, 300 Sower Blvd., 5th Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

2104273 Rachel Yan

Accept Agreed Order admonishing Yan for neglect of duty. An educator shall strive to uphold the responsibilities of the education profession, including obligations to students, parents, colleagues, and the school district. When an educator misses an extraordinary number of school days, students fail to receive proper instruction. The Board reminds Yan that a classroom teacher should endeavor to attend each school day. The Board will not tolerate any further incidents of misconduct from Yan.

Certificate 201168333 has expired. Prior to applying for renewal of Certificate 201168333, Yan shall provide written proof to the Board, from a licensed/certified physician, as approved by the Board, that she has complied with a comprehensive health evaluation and is physically fit to return to the classroom, presents as capable of performing her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. If the evaluating physician recommends ongoing treatment, Yan shall provide to the Board quarterly written progress reports to begin three (3) months after submission of the initial evaluation to the Board, until the physician releases Yan from treatment. Yan shall pay any expense incurred. If Yan fails to satisfy this condition prior to applying for renewal of Certificate 201168333, any application for renewal shall be automatically denied until this condition is satisfied.

Certificate 201168333 has expired. Prior to applying for renewal of Certificate 201168333, Yan shall provide written proof to the Board from a duly

licensed or certified psychiatrist or mental health professional, as approved by the Board, that she has complied with a mental health assessment, and is fit to return to the classroom, presents as capable of performing her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. If the evaluating psychiatrist or mental health professional recommends ongoing treatment, Yan shall provide to the Board quarterly written progress reports to begin three (3) months after submission of the initial evaluation to the Board, until the evaluating psychiatrist or mental health professional releases Yan from treatment. Yan shall pay any expense incurred. If Yan fails to satisfy this condition prior to applying for renewal of Certificate 201168333, any application for renewal shall be automatically denied until this condition is satisfied.

Certificate 201168333 has expired. Prior to applying for renewal of Certificate 201168333, Yan shall provide written proof to the Board that she has taken a course of training/professional development on the subject of educator ethics. Any cost for said training/professional development shall be paid for by Yan. If Yan fails to satisfy this condition prior to applying for renewal of Certificate 201168333, any application for renewal shall be automatically denied until this condition is satisfied.

Certificate Number 201168333 is expired. If Yan renews Certificate Number 201168333, it shall be under a probationary period of two years and subject to the following condition.

Yan shall not receive any disciplinary action from any school district in which she is employed. If Yan fails to satisfy this condition, Certificate Number 201168333 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.

Yan 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*

Motion to Reconsider

Case Number

1405291 Tonya Barnard

Decision

Deny the Motion to Reconsider for failure to state exceptional circumstances that would justify the modification of the original Agreed Order.

Vote: *Unanimous (Ms. Souder recused)*

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

Vote: *Unanimous*

Meeting adjourned at 2:24 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Request for SARA Approval of Western Governors University's Masters of Art in Teaching: Learning and Behavior Disorders P-12 Graduate Certification Program

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve Western Governors University's Master of Art in Teaching: Learning and Behavior Disorders, P-12 Graduate Certification Program as submitted.

Rationale:

Western Governors University has met the EPSB's requirements under the State Authorization Reciprocity Agreement (SARA) for program approval. Those requirements include: state, regional and CAEP accreditation; demonstration that the programs of preparation are not based solely upon the completion of a written or verbal assessment; compliance with the program admission requirements established in 16 KAR 5:020. Initial programs must also demonstrate compliance with 16 KAR 5:040 as it relates to the admission, placement and supervision of teacher education candidates in student teaching, subject to the field experience limitations set forth under SARA.

Action Question:

Should the EPSB approve the Master of Art in Teaching: Learning and Behavior Disorders P-12 graduate certification program submitted by Western Governors University?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 2:010, 16 KAR 4:020, 16 KAR 5:020, 16 KAR 5:040

History/Background:

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

Summary: Western Governors University developed from an initiative of the Western Governors Association in 1997. It was created to serve non-traditional students who need a flexible educational model. The Teachers College of Western Governors University has a goal to prepare professional educators by cultivating life experiences into the quality of nurturing practitioners. Western Governors University is accredited regionally by the Northwest

Commission on Colleges and Universities and received CAEP accreditation in 2018. As evidenced by the application, Western Governors University is recognized to grant degrees by the State of Utah Department of Commerce. Western Governors University is requesting approval for the Master of Art in Teaching: Learning and Behavior Disorders, P-12 graduate certification program. The submitted documentation demonstrates alignment with all applicable Kentucky regulations.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

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

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB approve the request to allow Campbellsville University to establish an off-site location for the listed programs?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: Campbellsville University is requesting approval for an off-site campus. The Executive Director from the Central Kentucky Educational Cooperative (CKEC) has requested a collaborative agreement with Campbellsville University to offer the following EPSB approved programs as part of a Grow Your Own initiative: Ed. S. in Educational Administration (Supervisor of Instruction, Director of Pupil and Personnel, and Superintendent), Ed. S. in Educational Administration (Principal, Supervisor of Instruction, Director of Pupil and Personnel), MAEd in Educational Administration (Supervisor of Instruction), MAEd in Educational Administration (Superintendent), Master of Arts in School Improvement with Director of Special Education, Director of Special Education Certification, Supervisor of Instruction Certification, Director of Pupil and Personnel Certification and Superintendent Certification.

Grow Your Own classes will be held in a classroom at the CKEC main office and training facility. The facility has two floors, three large classrooms spanning from 1,500 - 2,000 square feet, a kitchenette, multiple office spaces, and restrooms on both floors. The building is handicap accessible. The classrooms are outfitted with two 75-inch flat screen monitors each, as well as audio capture and enhancement equipment. Multiple types of technology are readily available at CKEC. It is a 1 to 1 technology environment, meaning all students can easily access wi-fi and presentation capability through their own devices. CKEC also owns laptops and tablets that can be used by students, if needed. In addition, every classroom is equipped with multiple 75” projection screens and sound equipment, so the ability to make group or individual presentations, participate in distance learning, or research and complete coursework is easily accessible. The facility also can make both digital and paper-based resources readily available to students through CKEC’s extensive library collection.

In addition, the library online database at Campbellsville University is available to students, giving them the same access to the journals and books as main campus students. Advising will be scheduled face to face and online with graduate faculty and enrollment staff. Financial aid and admission support will be provided by Campbellsville University staff and faculty.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Joanne Fairhurst Maggard

Staff Recommendation:

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

Rationale:

University of Kentucky (UK) Latin foreign language student Joanne Fairhurst Maggard will be student teaching during the Spring 2022 semester. There are few, if any, districts offering Latin at the elementary school level on a consistent basis. Therefore, UK has been unable to locate an elementary Latin placement and is requesting to allow Ms. Fairhurst Maggard to have her student teaching placement completed at the secondary level.

Action Question:

Should the EPSB approve UK's alternative student teaching placement request for Joanne Fairhurst Maggard?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: UK Latin foreign language student Joanne Fairhurst Maggard will be student teaching during the Spring 2022 semester. There are few, if any, districts offering Latin at the elementary school level on a consistent basis. Therefore, UK has been unable to locate an elementary Latin placement and is requesting to allow Ms. Fairhurst Maggard to have her student teaching placement completed at the secondary level. She has been working with elementary children during the Fall 2021 semester as an observer. Ms. Fairhurst Maggard has also taught Latin at a private Junior High School in Louisville for a year. Other accommodations during the Spring 2022 semester that will provide compensatory experiences for Ms. Fairhurst Maggard include participation in virtual Latin classes at a private elementary and middle school as well as observations at the elementary school level with Spanish and Chinese teachers in Louisville and Lexington.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Brandon Harrod, Sharon Salsman and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

16 KAR 5:040. Alternative Student Teaching Placement Request for Lauren Redding

Staff Recommendation:

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

Rationale:

University of Kentucky (UK) French foreign language student Lauren Redding will be student teaching during the Spring 2022 semester. French is generally available only at the 7-12 grade levels. Therefore, UK has been unable to locate an elementary French placement and is requesting to allow Ms. Redding to have her student teaching placement completed at the secondary level.

Action Question:

Should the EPSB approve UK's alternative student teaching placement request for Lauren Redding?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: UK French foreign language student Lauren Redding will be student teaching during the Spring 2022 semester. French is generally available only at the 7-12 grade levels. Therefore, UK has been unable to locate an elementary French placement and is requesting to allow Ms. Redding to have her student teaching placement completed at the secondary level. Ms. Redding has been observing a Spanish class at Southern Elementary in Fayette County as part of her pre-service practicum hours. She has also been teaching French at the college level. The cooperating teacher that will be assigned to Ms. Redding has had extensive experiences with elementary education, as she was an elementary teacher before she moved to the secondary level. Additional accommodations mentioned by UK for Ms. Redding include observations at the elementary school level with Spanish and Chinese teachers in the Fayette County Schools.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Three staff members from the Division of Educator Preparation and Certification (Brandon Harrod, Sharon Salsman and Margaret Hockensmith) met to review the alternative student teaching placement and other supporting documents. The staff members support this request.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

16 KAR 3:080. Career and Technical Education School Principals, Amendment

Rationale:

The proposed amendment is necessary to ensure that 16 KAR 3:080 remains in effect. The amendment updates the regulation to align with current certification practices by removing the reference to an outdated application. The amendment also updates a statutory and regulatory citation contained in the regulation.

Applicable Statute or Regulation:

KRS 13A.3102, KRS 13A.3104, KRS 161.027, KRS 161.028, KRS 161.030, 16 KAR 3:080

History/Background:

Existing Policy: KRS 13A.3102(1) provides that “an ordinary administrative regulation with a last effective date on or after March 1, 2013, shall expire seven (7) years after its last effective date, except as provided by the certification process in KRS 13A.3104.” KRS 13A.3104 sets forth the certification process that an agency must follow to avoid the expiration of an administrative regulation. This process requires the agency to review the administrative regulation in its entirety for compliance with current law governing the subject matter of the administrative regulation and file a letter with the regulations compiler prior to the expiration date, stating whether the administrative regulation shall be amended or remain in effect without amendment. If the certification letter states that the administrative regulation will be amended, the EPSB must file an amendment to the administrative regulation within eighteen months of the date the certification letter was filed.

The EPSB certified 16 KAR 3:080 with the intent to amend on December 4, 2020, and must file an amendment to the regulation on or before June 3, 2022. This administrative regulation establishes the certification requirements for career and technical education school principals.

Summary: The proposed amendment to 16 KAR 3:080 removes the reference to an outdated application and updates a statutory and regulatory reference contained in the regulation. The amended regulation is included for EPSB review.

Budget Impact: There is no budgetary impact.

Contact Person:

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1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (Amendment)

4 16 KAR 3:080. Career and technical education school principals.

5 RELATES TO: KRS 161.020, 161.027, 161.028, 161.030

6 STATUTORY AUTHORITY: KRS 161.020, 161.027, 161.028

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020(1) requires an educator to
8 hold a certificate of legal qualifications issued by the Education Professional Standards Board
9 **(EPSB)** prior to being employed in a certified school position. KRS 161.028 authorizes the
10 **EPSB**~~[Education Professional Standards Board]~~ to promulgate administrative regulations estab-
11 lishing the standards for obtaining and maintaining a teaching certificate. KRS 161.027 specifi-
12 cally requires the **EPSB**~~[Education Professional Standards Board]~~ to promulgate administrative
13 regulations establishing the requirements for the preparation and certification of principals. KRS
14 161.020(3) requires the **EPSB**~~[board]~~ to promulgate administrative regulations establishing re-
15 newal requirements. This administrative regulation establishes the certification requirements for
16 career and technical education school principals.

17 Section 1. Application and Renewal Procedures. (1) A certificate for career and technical edu-
18 cation school principal shall be issued to an applicant **who meets the requirements of 16 KAR**
19 **2:010, Section 3(1), and** who has:

20 (a) At least three (3) years of teaching experience in a career and technical education teaching
21 assignment;

1 (b) Completed an approved educator preparation program for career and technical education
2 school principal, as established in 16 KAR 5:010; and

3 (c) Obtained the specified minimum score on any assessment required by **16 KAR 3:090**[~~16~~
4 ~~KAR 6:030~~].

5 [~~(2) Application for an initial certificate for career and technical education school principal~~
6 ~~shall be made on the Application for Kentucky Certification or Change in Salary Rank, Form~~
7 ~~TC 1, incorporated by reference in 16 KAR 2:010.~~]

8 (3)[~~(a)~~] The following shall be executed in accordance with KRS 161.027(7)-**(9)**:

9 **(a)**[~~1-~~] Issuance of the initial certificate for career and technical education school principal;

10 **(b)**[~~2-~~] Completion of the internship program for career and technical education school princi-
11 pal; and

12 **(c)**[~~3-~~] Extension of the certificate for career and technical education school principal.

13 **(4)**[~~(b)1-~~] A certificate for career and technical education school principal shall be renewed
14 subsequently for five (5) year periods[~~-~~]upon application to the EPSB, compliance with 16 KAR
15 2:010, Section 3(1), and completion of:

16 **(a)**[~~2-~~ Each five (5) year renewal thereafter shall require the completion of:

17 —**a-**] Two (2) years of experience as a career and technical education school principal;

18 **(b)**[~~b.~~] Three (3) semester hours of additional graduate credit related to the position of career
19 and technical education school principal; or

20 **(c)**[~~c.~~] Forty-two (42) hours of approved training selected from programs approved for the
21 Kentucky Effective Instructional Leadership Training Program.

22 [~~3. Application for renewal of a certificate for career and technical education school principal~~
23 ~~shall be made on Form TC 2, incorporated by reference in 16 KAR 4:060.~~]

24 Section 2. Certifications permissible for position of career and technical education school

1 principal. The following certificates shall be valid for the position of school principal:

2 (1) The certificate for career and technical education school principal; or

3 (2) A certificate for instructional leadership - school principal.

DRAFT

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Association for Advancing Quality in Educator Preparation Partnership Agreement

Rationale:

In October 2021, the Education Professional Standards Board (EPSB) approved the Association for Advancing Quality in Educator Preparation (AAQEP) as an accreditor of education preparation providers (EPPs) in Kentucky. A partnership agreement needs to be established between the EPSB and AAQEP to outline partner expectations and procedures.

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: At the June 21, 2021 meeting, the EPSB approved an amendment to 16 KAR 5:010, that allows EPPs to seek accreditation from a national accreditor approved by the EPSB. The amendment, which is expected to be effective February 2022, also allows national accreditors to apply to the EPSB for approval. At the October meeting, the EPSB approved AAQEP as a national accreditor of educator preparation. EPPs will be able to seek national accreditation from AAQEP to meet the requirements of 16 KAR 5:010 once the amendment becomes effective. Therefore, a partnership agreement needs to be established between the EPSB and AAQEP to outline expectations and procedures.

Summary: As a newly approved accreditor of EPPs in Kentucky, there are various agreement requirements and responsibilities that need to be established by both partners. The Partnership Agreement includes requirements under the following headings:

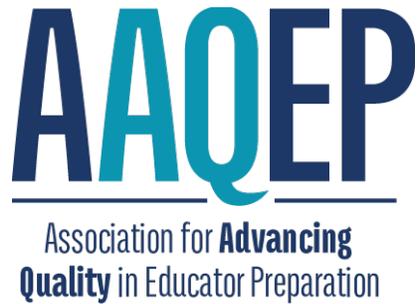
- Standards Used in Quality Assurance Reviews in Kentucky
- Scope of Quality Assurance Reviews in Kentucky
- Quality Assurance Review Process
- Quality Review Team Composition
- Reviewer Preparation and Qualifications
- Relation of Accreditation to Program Approval
- Accreditation Decisions
- Communication and Logistics of Collaboration
- AAQEP Capacity Review and Formative Support
- Membership

EPSB staff have reviewed the proposed agreement provided by AAQEP and revised according to Kentucky regulatory expectations. A copy of the agreement is included for EPSB review.

Budget Impact: There are no state partner dues in the partnership agreement.

Contact Person:

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[DRAFT] COOPERATION AGREEMENT

between the
Association for Advancing Quality in Educator Preparation
and
Kentucky Education Professional Standards Board

This agreement establishes a framework for cooperation between the Association for Advancing Quality in Educator Preparation (AAQEP), P.O. Box 7511, Fairfax, VA 22039, and the Kentucky Education Professional Standards Board (EPSB), with regard to quality assurance activities in support of educator preparation in the State of Kentucky. The purpose of this agreement is to support quality assurance, continuous improvement, and innovation in educator preparation by entities approved by the EPSB as they seek and maintain national accreditation through AAQEP.

The term of this agreement shall begin February 1, 2022 and end June 30, 2026. The agreement may be modified whenever the EPSB and AAQEP find it appropriate during this term.

AAQEP affirms the EPSB's efforts to ensure quality preparation of educators to meet the needs of Kentucky's children, families, schools, and communities and commits to ensuring quality educator preparation by AAQEP-member providers approved by the EPSB. By entering this agreement, affirms AAQEP's mission of promoting and recognizing quality educator preparation that strengthens the education profession's ability to serve all students, schools, and communities.

1. Standards Used in Quality Assurance Reviews in Kentucky

Quality assurance reviews conducted by AAQEP in Kentucky will be guided by the current version of the AAQEP standards (available at <https://aaqep.org>) and in keeping with AAQEP policy regarding the application of those standards. In conducting reviews of programs approved by the EPSB, AAQEP will require that all relevant Kentucky standards be addressed.

Providers approved by the EPSB must meet all relevant Kentucky standards set forth in 16 KAR 5:010 and other relevant regulations.

In addition, providers are welcome to orient their quality assurance review to other relevant professional standards (for example, those from professional associations such as the National Council for Social Studies, the International Literacy Association, the National Council for Teachers of Mathematics, etc.).

2. Scope of Quality Assurance Reviews in Kentucky

The scope of AAQEP accreditation sought by providers in Kentucky must include all programs registered with or recognized by the state education authority that require continuous accreditation as specified in 16 KAR 5:010. In addition to programs specified above, the provider may, at its discretion, choose to include additional programs of study leading to a degree or certificate designed for those intending to work as, or already working as, educational professionals. For such programs of study, where no state standards are specified, the provider shall identify any standards in addition to the AAQEP standards to which the programs are aligned.

The scope of the AAQEP accreditation sought by providers in Kentucky will be determined by the provider and the EPSB, in consultation with AAQEP. The provider will clearly identify which aspects of its work are and are not accredited in all public displays that make note of accreditation.

3. Quality Assurance Review Process

All quality assurance reviews conducted by AAQEP will be guided by AAQEP's policies and procedures as specified in the *Guide to AAQEP Accreditation*, available at <https://aaqep.org>. AAQEP's process includes an optional proposal review stage two to three years prior to a scheduled site visit. All quality assurance reviews include an off-site review two months prior to each site visit, conducted virtually, which an EPSB consultant participates as an observer, and an on-site visit, the scope of which is determined by program size and complexity.

4. Quality Review Team Composition

AAQEP will appoint a sufficient number of Quality Review Team members to each review case to ensure that the review is carried out thoroughly and efficiently. Each AAQEP review team will include at least one educational practitioner from Kentucky nominated by the provider hosting the review and approved by the EPSB staff; that practitioner will receive training and support from AAQEP. The local practitioner(s) will support the review team's understanding of and respect for the local and state educational context.

In addition to the AAQEP-appointed members, one or more EPSB staff members may participate as observers. Other observers, including those seeking a better understanding of the AAQEP process, may participate as agreed to by AAQEP and the host provider.

5. Reviewer Preparation and Qualifications

All review team members will meet AAQEP preparation and quality requirements. Reviewer training and professional learning opportunities will be made available to EPSB staff at no cost (though AAQEP will not cover travel expenses); EPSB observers are invited to participate in training prior to joining review teams as observers. Training is not a condition for participation as observers.

6. Relation of Accreditation to Program Approval

All decisions for state approval of education preparation programs for each content or speciality area are within the sole authority of the EPSB. State decisions to approve or not approve provider programs are made independent of AAQEP determinations regarding accreditation of the provider. AAQEP acknowledges that the rules and standards that govern state approval of a provider and its programs in Kentucky are subject to change at any time by the EPSB.

AAQEP's process requires disaggregation of evidence by licensure, certificate, or endorsement area as well as by program site and/or mode of delivery. This allows for quality judgments to be made regarding each licensure, certificate, or endorsement area program under the scope of accreditation. Quality assurance at the program level provides evidence for how AAQEP standards on candidate and completer performance are being met and facilitates comprehensive judgment of the provider as a whole.

7. Accreditation Decisions

AAQEP accreditation decisions are made by the AAQEP Accreditation Commission. Accreditation statuses and terms are detailed in AAQEP's *Guide* and policy documents, available at <https://aaqep.org>. Full accreditation is for a term of 7 years. Observers from the EPSB are welcome to attend meetings of the Accreditation Commission at which cases of Kentucky providers are considered (meetings are typically conducted via video conference). Accreditation decisions, including the reports on which decisions are based and the Accreditation Commission's rationale for each decision, will be shared with the EPSB.

8. Communication and Logistics of Collaboration

Providers seeking AAQEP accreditation will ensure that the EPSB is apprised of the schedule of accreditation activities, including scheduled site visit dates. Providers will also send a copy of or links to the final version of their Quality Assurance Report (the self-study) electronically to the EPSB staff at the same time they provide it to AAQEP. AAQEP will inform EPSB staff of the Accreditation Commission meeting(s) at which a provider's case will be considered.

AAQEP will send copies of all reports or official letters generated by the review team and the Accreditation Commission to the EPSB.

In addition, the EPSB and AAQEP agree to share information regarding any changes to state approval and national accreditation status.

9. AAQEP Capacity Review and Formative Support

AAQEP will make available to Kentucky providers, in cooperation with and at the discretion of the EPSB, two additional services:

- At the EPSB's request, AAQEP will conduct capacity reviews of entities seeking first-time approval as an educator preparation provider. Such reviews will be conducted prior to the operation of the program to provide EPSB with a third-party review to inform a program approval decision. Such reviews will be designed and conducted in partnership with the EPSB using the AAQEP standards as the framework.
- AAQEP also facilitates program and provider improvement for entities that have identified specific shortcomings in their work, including cases where shortcomings have been identified through external evaluations such as state or accreditation reviews. AAQEP will enter into an agreement with the provider and the EPSB to establish a timeline, priorities, and outcomes for such reviews.

10. Membership

AAQEP views cooperation among accreditors, educator preparation providers, and SEAs as essential to effective quality assurance. It enters into this agreement with the intent of supporting both the EPSB and providers authorized by it in ensuring the preparation of excellent and effective teachers and other professional educators. The EPSB agrees to join AAQEP as a state member at no cost in support of these goals.

In support of shared goals, AAQEP will provide supportive services including workshops and webinars to providers in Kentucky at reasonable cost. EPSB staff may participate in any AAQEP activities offered within Kentucky at no cost (except that AAQEP cannot cover travel expenses, meals, or lodging). AAQEP will also provide one EPSB staff member with a no-cost registration to its annual Quality Assurance Symposium and provide any additional EPSB staff registration at the reduced member rate. In addition, EPSB staff may participate in AAQEP professional learning events, including reviewer training, at no cost (travel, etc., excepted, as above).

Signatures:

Mark LaCelle-Peterson, President and CEO, AAQEP

Date

Name of SEA Representative, SEA

Date

DRAFT

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Overview of the Option 7 Alternative Route to Certification

Rationale:

At the October 11, 2021 meeting, the Education Professional Standards Board (EPSB) had questions around the Option 7 Alternative Route to Certification. This overview will explore the statutory requirements of the route, the current guidelines and give a history of the route.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048

History/Background:

Existing Policy: KRS 161.048(8) creates the Option 7 Alternative Route to Certification for the “certification of a person in a field other than education to teach in elementary, middle, or secondary programs.” The statute specifically states that “This option shall not be limited to teaching in shortage areas.” Subsection (a) of the statute sets out the requirements for admission to the route as:

- A bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought;
- A minimum cumulative grade point average of 2.75 on a 4.0 scale or a minimum grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution;
- A passing score on the GRE or equivalent as designated by the EPSB. A candidate who has a terminal degree shall be exempt from this requirement; and
- A passing score on the academic content assessment in the area in which certification is being sought as designated by the EPSB.

Subsection (b) sets forth the requisite hours and content of the institutes:

- For Elementary Certification:
 - 240-hour institute, based on 6-hour days for 8 weeks. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.
- For Middle and High School Certification:
 - 180-hour institute based on 6-hour days for 6 weeks. The content shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

Once a candidate meets the requirements for admission to the route and has completed at least half of the requisite institute hours, they may be issued a temporary provisional certificate. This certificate allows the candidate to be employed with a district while completing the remaining requirements of the route. Once the candidate has successfully completed all requirements of the route including the institute, mentoring and assessments, the candidate will receive a professional certificate.

The EPSB has the authority to approve the providers and the content of the institutes. In October 2019, after convening a taskforce to review this route, the EPSB approved revisions to the *Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute*. These guidelines encourage applicants who are not accredited by the EPSB to demonstrate partnerships with institutions of higher education accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education. The guidelines also set forth what should be addressed in the application. A copy of the statute and guidelines are included for the EPSB review.

Summary: When an application to provide an alternative route to certification institute is received, that application completes an initial review by staff to ensure that the application meets the requirements of the statute and addresses all requirements outlined in the guidelines. Once the application successfully completes the initial staff review, it is referred to an external review team. The external review team is comprised of one individual from an educator preparation provider, one from an educational cooperative and one from a school district. The external review team reviews the application to ensure that it meets the requirements of the statute and guidelines. The application is only presented to the EPSB after it has successfully completed the external review and is being recommended for approval.

Since its creation by the General Assembly in 2004, this route has not been widely utilized. In May 2006, until January 2017, Northern Kentucky University had an approved Option 7 program in world languages including French, German, Spanish, Arabic, Chinese and Japanese. From May 2010, until October 2011, the University of Kentucky had an approved Option 7 program in Chinese. Both programs have been closed by the respective universities. Through these programs, forty-four educators were certified to teach foreign languages.

At the April 2021 meeting, the EPSB approved Option 7 Institute Proposals submitted by the Central Kentucky Educational Cooperative and Nelson County Schools. Those programs began operating for the 2021-2022 school year. There is currently a total of seven candidates enrolled in the approved programs.

Budget Impact: There is no budgetary impact.

Contact Person:

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161.048 Legislative findings -- Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.

- (1) The General Assembly hereby finds that:
 - (a)
 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
 2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
 3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
 4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
 5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers;
 - (b) There are hereby established alternative certification program options as described in subsections (2) to (9) of this section;
 - (c) It is the intent of the General Assembly that the Education Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky;
 - (d) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs; and
 - (e) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.
- (2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:
 - (a) The application contains documentation of all education and work experience;
 - (b) The candidate has documented exceptional work experience in the area in which certification is being sought; and
 - (c) The candidate possesses:
 1. A bachelor's degree or a graduate degree;
 2. A minimum cumulative grade point average of two and seventy-five

hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3.0) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and

3. An academic major or a passing score on the academic content assessment in the area in which certification is being sought by the applicant as designated by the Education Professional Standards Board.

The candidate shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, the candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with a professional certificate.

- (3) Option 2: Certification through a local school district training program. A local school district or group of school districts may seek approval for a training program. The state-approved local school district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by the Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local school district alternative training program, the candidate shall possess:

- (a) A bachelor's degree or a graduate degree;
- (b) A minimum cumulative grade point average of two and seventy-five hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution;
- (c) A passing score on the academic content assessment in the area in which certification is being sought by the applicant as designated by the Education Professional Standards Board. To be eligible to take an academic content assessment, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board; and
- (d) An offer of employment in a school district which has a training program approved by the Education Professional Standards Board.

Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The candidate shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, the candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with a professional certificate.

- (4) Option 3: Certification of a professional from a postsecondary institution: A

candidate who possesses the following qualifications may receive a one (1) year provisional certificate for teaching at any level:

- (a) A master's degree or doctoral degree in the academic content area for which certification is sought;
- (b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and
- (c) An offer of employment in a school district which has been approved by the Education Professional Standards Board.

The candidate shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, the candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with professional certificates.

- (5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, computer science, and other specialty areas may be employed as an adjunct instructor in a part-time position by a local board of education under KRS 161.046.
- (6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, for teaching at the elementary, secondary, and secondary career technical education levels to a veteran of the Armed Forces who was honorably discharged from active duty as evidenced by Defense Department Form 214 (DD 214) or National Guard Bureau Form 22 or to a member of the Armed Services currently serving with six (6) or more years of honorable service, including Reserves, National Guard, or active duty. The candidate shall possess:
 - (a) A bachelor's degree or graduate degree;
 - (b) A minimum cumulative grade point average of two and seventy-five hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and
 - (c) An academic major or a passing score on the academic content assessment in the area in which certification is being sought by the applicant as designated by the Education Professional Standards Board.

Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, the veteran shall receive a professional certificate.

- (7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently

with employment as a teacher in a local school district. A student in the alternative program shall be granted a one (1) year provisional certificate and shall participate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The one (1) year provisional certificate may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship program requirements, and all academic content assessments in the specific teaching field of the applicant as designated by the Education Professional Standards Board.

(8) Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. This option shall not be limited to teaching in shortage areas. An individual certified under provisions of this subsection shall be issued a one (1) year provisional certificate, renewable for a maximum of two (2) additional years with approval of the Education Professional Standards Board.

(a) The candidate shall possess:

1. A bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought;
2. A minimum cumulative grade point average of two and seventy-five hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution;
3. A passing score on the GRE or equivalent as designated by the Education Professional Standards Board. A candidate who has a terminal degree shall be exempt from the requirements of this subparagraph; and
4. A passing score on the academic content assessment in the area in which certification is being sought as designated by the Education Professional Standards Board.

(b) Prior to receiving the one (1) year provisional certificate or during the first year of the certificate, the teacher shall complete the following:

1. For elementary teaching, the individual shall successfully complete the equivalent of a two hundred forty (240) hour institute, based on six (6) hour days for eight (8) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

2. For middle and secondary teaching, the individual shall successfully complete the equivalent of a one hundred eighty (180) hour institute, based on six (6) hour days for six (6) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board and shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.
- (c) The candidate shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, the candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with a professional certificate.
- (9) Option 8: Certification of a Teach for America participant to teach in elementary, middle, or high schools. Nothing in this subsection shall conflict with the participation criteria of the Teach for America program. An individual certified under this subsection shall be issued a one (1) year provisional certificate.
- (a) The candidate shall possess:
 1. An offer of employment from a local school district;
 2. A bachelor's degree;
 3. A successful completion of the summer training institute and ongoing professional development required by Teach for America, including instruction in goal-oriented, standards-based instruction, diagnosing and assessing students, lesson planning and instructional delivery, classroom management, maximizing learning for diverse students, and teaching methodologies; and
 4. A passing score on the academic content assessment in the area in which certification is being sought as designated by the Education Professional Standards Board.
 - (b) The provisional certificate granted under paragraph (a) of this subsection may be renewed two (2) times with a recommendation of the superintendent and approval of the Education Professional Standards Board.
 - (c) A Teach for America participant who is approved for a second renewal of his or her provisional certificate under paragraph (b) of this subsection may participate in the teacher internship program under KRS 161.030.
 - (d) A Teach for America participant shall be issued a professional certificate upon the participant's successful completion of the internship program and assessments relating to teaching of subject matter required by the Education Professional Standards Board under KRS 161.030.
 - (e) Notwithstanding any statute or administrative regulation to the contrary, a teacher certified under this subsection shall have ten (10) years from the date that the teacher successfully completed the internship program to complete a master's degree or fifth year program, or the equivalent as specified by the

Education Professional Standards Board in administrative regulation.

- (10) A public school teacher certified under subsections (2) to (9) of this section shall be placed on the local district salary schedule for the rank corresponding to the degree held by the teacher.
- (11) Subsections (1) to (3) of this section notwithstanding, a candidate who possesses the following qualifications may receive certification for teaching programs for exceptional students:
 - (a) An out-of-state license to teach exceptional students;
 - (b) A bachelor's or master's degree in the certification area or closely related area for which certification is sought; and
 - (c) Successful completion of the teacher internship program requirement required under KRS 161.030.

Effective: June 29, 2017

History: Amended 2017 Ky. Acts ch. 14, sec. 2, effective June 29, 2017. -- Amended 2010 Ky. Acts ch. 79, sec. 1, effective July 15, 2010. -- Amended 2008 Ky. Acts ch. 177, sec. 1, effective July 15, 2008. -- Amended 2005 Ky. Acts ch. 111, sec. 2, effective June 20, 2005. -- Amended 2004 Ky. Acts ch. 117, sec. 3, effective July 13, 2004. -- Amended 2000 Ky. Acts ch. 161, sec. 1, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 514, sec. 8, effective July 15, 1998; and ch. 589, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 137, sec. 1, effective July 15, 1996; and ch. 343, sec. 6, effective July 15, 1996. -- Created 1990 Ky. Acts ch. 476, Pt. II, sec. 58, effective July 13, 1990.

Education Professional Standards Board

GUIDELINES FOR SUBMITTING AN APPLICATION TO PROVIDE AN ALTERNATIVE ROUTE TO CERTIFICATION INSTITUTE (OPTION 7)

Approved June 14, 2004
Revised November 9, 2009
Revised October 28, 2019

Background

The 2004 Kentucky General Assembly enacted HB 152, amending KRS 161.048 to add an Option 7 Alternative Route to Certification. Through the Option 7 Alternative Route to Certification, educators may earn the following credentials:

ELEMENTARY OR P-12 TEACHER CERTIFICATION: prior to receiving a one-year temporary provisional certificate or during the first year of the certificate, the teacher shall complete the equivalent of a 240-hour institute, based on 6-hour days for 8 weeks.

MIDDLE, SECONDARY OR 5-12 TEACHER CERTIFICATION: prior to receiving a one-year temporary provisional certificate or during the first year of the certificate, the teacher shall complete the equivalent of a 180-hour institute, based on 6-hour days for 6 weeks.

The Option 7 Alternative Route to Certification allows a person in a field other than education to receive a one-year temporary provisional teaching certificate (elementary, middle, secondary, grades 5-12, and/or grades P-12) renewable for a maximum of two years, if he/she has met the following conditions:

1. Holds a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought;¹
2. A minimum cumulative grade point average of 2.75 on a four (4) point scale or a minimum grade point average of 3.0 on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution;
3. Meets all applicable admission criteria outlined in 16 KAR 5:020 for initial certification programs before receiving a temporary provisional certificate.² A candidate who has a terminal degree shall be exempt from passing the required admission assessments.
4. Passes written tests designated by the Education Professional Standards Board (EPSB) for content knowledge in the area of certification, including elementary education and exceptional children areas; and
5. Has completed a 180/240-hour approved institute through an EPSB-approved Option 7 program. A minimum of half the requisite hours shall be completed prior to issuance of the first temporary provisional certificate. The remainder of the hours shall be completed prior to issuance or during the first temporary provisional certificate.

¹ KRS 161.048 (8)(a)(1), requires the candidate to possess a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought. For Elementary Education, it would include an academic major in any area for which an elementary teacher has permissions to teach (English, social studies, science, math, music, art, health, P.E.). Similarly, for special education, permissions for that certificate allow a person with that certificate (LBD, MSD, etc.) to teach any content area. Also, their permissions are tied to a specific population; therefore, an academic major in an area of disabilities, etc.

² Must earn a passing score on the Core Academic Skills for Educators (CASE) or Graduate Record Exam (GRE)

Who may submit an application?

KRS 161.048 (8) does not contain any limitation on who may provide the elementary, middle, and secondary institutes outlined under Option 7. The statute does provide, however, that the “providers” and the “content of the institute” shall be approved by the EPSB. KRS 161.028 recognizes the Board’s authority to approve “college, university, and school district programs,” as well as nontraditional or alternative programs “through public or private colleges or universities, private contractors, the Department of Education, or the Kentucky Commonwealth Virtual University[.]” KRS 161.028(b), (s). Applicants who are not currently accredited by the EPSB are encouraged to demonstrate partnerships with Institutions of Higher Education (IHEs) accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.

What should be addressed in the application?

1. Contact information for Educator Preparation Provider (EPP) leader
2. Description of institute (e.g., type of EPP, when offered, methods of delivery, certification areas included)
3. Program Review Contents (submitted in the Kentucky Educator Preparation Review System [KEPRS])
 - a. Quality Assurance of institute’s effectiveness and continuous improvement:
 - i. identifies what data is collected and when
 - ii. identifies how data is analyzed and by whom
 - b. Quality Assurance of candidate:
 - i. Includes a minimum of three transition points: admission, midpoint, and exit that identify the requirements (criteria and assessments) for successful progression through the entire program
 - ii. Requires that candidates attain qualifying scores on the CASE or GRE before issuance of their initial temporary provisional certificate
 - iii. Requires that candidates attain qualifying scores on the academic content assessment before issuance of their initial temporary provisional certificate
 - iv. Requires that candidates attain qualifying scores on the pedagogy assessment before issuance of the professional certificate
 - v. Requires that candidates’ disposition for teaching must be assessed/demonstrated at admission, midpoint, and exit
4. Curriculum, Mentoring, and Assessments, which must:
 - a. Demonstrate alignment to the Kentucky Academic Standards in design and assessment of P-12 student knowledge and candidates’ skills and subject matter competency
 - b. Include research-based classroom practices, including effective classroom management techniques; knowledge of child/adolescent growth, methodologies for addressing and assessing individual learning differences to meet diverse learning needs of all students, including exceptional children; literacy strategies
 - c. Provide consistent and high quality clinical experiences
 - d. Define the type of support to be provided by the EPP during the institute, as well as induction (mentoring support) of the new teacher candidate; the EPP must provide continuous mentoring support to the candidate throughout the entire program, including a minimum of 18 hours per semester
 - e. Align to the Kentucky Teacher Standards in 16 KAR 1:010 and the Professional Code of Ethics for Kentucky Certified School Personnel
 - f. Establish effective educational partnerships (i.e., among State Education Agencies, Local Educational Agencies, and IHEs)
 - g. Include a Memorandum of Agreement or Understanding demonstrating the agreement between the partners involved in the Option 7 program
 - h. Require that the candidate successfully complete a supervised culminating clinical experience for a minimum of one semester; after successful completion of this experience, and obtaining passing scores on the pedagogy assessment, the candidate may receive a recommendation for a professional teaching certificate
5. Description of the qualifications, credentials and diversity of the institute’s clinical

educators

6. Copy of Curriculum Contract (provided to candidate). Must include, but is not limited to:
 - a. Name of institute and resulting certification, with appropriate grade levels noted
 - b. Candidate's name
 - c. Institute's curricular requirements
 - d. Program admission and exit requirements
 - e. Verification that the Professional Code of Ethics for Kentucky Certified School Personnel has been addressed

When should applications be submitted?

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

To whom should applications or questions be directed?

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 7 Institute Proposal, Central Kentucky Educational Cooperative

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the Central Kentucky Educational Cooperatives' (CKEC) Option 7 Institute Proposal.

Rationale:

The Option 7 Institute Proposal submitted by CKEC completed a multi-tiered review process by staff from the Office of Educator Licensure and Effectiveness (OELE) and an external review panel. It was determined that the proposal meets the requirements of KRS 161.048(8) and the guidelines approved by the EPSB. The reviewers recommended the proposal for approval by the EPSB.

Action Question:

Should the EPSB approve CKEC's Option 7 Institute Proposal?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.048

History/Background:

Existing Policy: KRS 161.048(8) establishes the Option 7 Alternative Route to Certification. This route allows a person in a field other than education to receive a one-year temporary provisional teaching certificate in elementary, middle school, secondary, grades 5-12, or grades P-12. The temporary provisional certificate may be renewed up to two times. A candidate shall possess: a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a related field; a minimum grade point average of 2.75 on a 4.0 scale or 3.0 on the last thirty hours of credit completed; a passing score on the Graduate Record Exam or the Praxis Core Academic Skills for Educators; and, a passing score on the academic content assessment in the area in which certification is sought. Prior to receiving the temporary provisional certificate or during the first year of the certificate, the candidate shall complete a 240-hour institute, if pursuing elementary certification, or a 180-hour institute if pursuing middle or secondary certification. The providers and the content of the institute shall be approved by the EPSB.

In October 2019, the EPSB revised the Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute. These guidelines require that a minimum of half the requisite institute hours shall be completed prior to issuance of the first temporary provisional certificate, and the remainder of the hours shall be completed prior to issuance or during the first temporary provisional certificate. The guidelines also outline the application for providing an Option 7 institute and encourages applicants who are not currently accredited by the EPSB to

demonstrate partnerships with institutions of higher education accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.

At the April 2021 EPSB meeting, CKEC submitted an Option 7 proposal and was approved to conduct a program teaching special education, Exceptional Children - Learning and Behavior Disorders, P-12.

Summary: The proposal submitted by CKEC Teacher Certification Institute requests to add Grades 8-12 Biology, Chemistry, English, Math, and Social Studies teaching certificates to its program. The preparation program structure is not changing; therefore, this proposal is similar to the proposal submitted and approved by the EPSB in April 2021. The differences between this current proposal and the initial proposal include the following:

- a. University partner—Asbury University has agreed to partner with CKEC to provide the curriculum for the Grades 8-12 certificate programs. The curriculum will be developed using the course syllabi from Asbury’s Master of Arts in Teaching preparation program.
- b. Program Curriculum—New certificates require a new curriculum to prepare teachers effectively. CKEC has built its proposed curriculum from the courses that comprise the Master of Arts in Teaching core requirements at Asbury University’s School of Education.
- c. Program Calendar—CKEC would like to begin offering potential certification candidates two admission points to the program. If approved, candidates will have the option of beginning in June or in October. The need for this change comes directly from district superintendents and hiring cycles. Districts continued to experience applicant shortages through the summer after the first certification program began. Districts hired people to fill vacancies as substitutes or on emergency certificates. Now, the CKEC already has candidates waiting for a second admission window to the special education certification program.
- d. Instructional Coach—CKEC staff created an instructional coach position to help support certification candidates in the field. The role of the coach is outlined in the job description included with this proposal. The instructional coach will observe certification candidates in their classrooms, provide feedback on practice, and communicate with mentor teachers, school principals, and staff about candidate progress.
- e. Content Area Standards—Each of the national content area teacher associations (NCTM, NSTA, NCSS, and NCTE) have developed teacher preparation standards. CKEC’s initial proposal aligned program components to similar standards from the Council on Exceptional Children. This proposal includes alignment charts to show how those content association standards align with the Kentucky Framework for Teaching as well as CKEC’s curriculum.
- f. Advisory Board Members—With the addition of new certification areas, the current proposal includes an expansion of the Advisory Board outlined in the initial proposal. Members with content area background will be added to offer guidance specific to preparing teachers to teach in the content areas.

The program structure remains to span fifteen months from admission to completion for certification for teaching Grades 8-12 Biology, Chemistry, English, Math, and Social Studies. Candidates admitted to the institute will be employed as full-time teachers in one of the CKEC school districts on a temporary provisional certificate.

The CKEC institute will be a partnership between the cooperative, participating school districts and Asbury University. Asbury University has agreed to provide the curriculum for the institute. The content, learning tasks and assessments making up the curriculum come from Asbury's EPSB-approved Master of Arts in Teaching preparation program.

The institute is built around two fundamental ideas: 1) teaching the content and skills necessary for highly effective teaching; and, 2) designing a system of support through mentoring that is responsive to candidates' needs. The institute consists of two primary learning environments. In classroom/workshop settings scheduled throughout the institute calendar, candidates will encounter the knowledge and theory presented by the institute instructor and guest teachers. In clinical settings (their own classrooms), candidates will apply the knowledge and theory under the supervision of mentor teachers and administrators in their schools. These two learning environments will provide an intense, experiential path to certification.

The institute curriculum has been designed so that topics spiral, going deeper in content and skills as candidates gain more experience in school classroom settings. Therefore, candidates will encounter some topics more than once, but learning tasks within the topics will require deeper analysis and more complex application as dictated by candidates' needs from the classroom setting. The institute begins with an intensive summer induction, called Boot Camp, which is designed to prepare candidates for their classroom teaching assignment. The institute calendar is planned with frequent points of contact between the teacher candidate and practicing educators in order to support the candidate in application of learning as a beginning teacher.

The institute staff will monitor and evaluate both program and candidate effectiveness using multiple measures. Institute leaders will use data and feedback from partners to ensure that candidates are effective teachers and to improve the certification experience. Improvement efforts will be informed by data collected and analyzed several times throughout the institute as candidates experience the process.

Candidate performance data and partner feedback will be used to guide improvements in the program components such as curriculum, mentorship and admission procedures. Institute staff will share data collected and initial analyses with an advisory board, which will be established to guide decision-making for the institute. The advisory board will meet formally at least twice during the school year, where members will further the analysis of data and offer improvement advice. The first meeting at the midpoint of the year will be focused on formative data collected and any midpoint corrections that need to be addressed. At the end of the school year, the advisory board will meet as part of the institute's summative evaluation.

Membership of the advisory board consists of a special education professor from a local university, a professor with a background in teacher preparation from a local university, a special education teacher or director from a CKEC school district, a human resources administrator from a CKEC school district, and a superintendent from a CKEC school district.

CKEC's institute proposal is included in the Document Library and requires approval by the EPSB before it may be offered for certification.

NEW INFORMATION: At the October meeting, the EPSB deferred consideration of this proposal. CKEC has provided additional information based on the conversations from the October meeting. CKEC's response is included for the EPSB review.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

The program has completed a multi-tiered review process and received a recommendation for approval based on the guidelines approved by the EPSB. OELE staff and an external review team comprised of one individual from an educator preparation provider, one from an educational cooperative and one from a school district have reviewed this program proposal and determined that the program meets the requirements for approval.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 7 Institute Proposal, iteach

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve iteach's Option 7 Institute Proposal.

Rationale:

The Option 7 Institute Proposal submitted by iteach completed a multi-tiered review process by staff from the Office of Educator Licensure and Effectiveness (OELE) and an external review panel. It was determined that the proposal meets the requirements of KRS 161.048(8) and the guidelines approved by the EPSB. The reviewers recommended the proposal for approval by the EPSB.

Action Question:

Should the EPSB approve iteach's Option 7 Institute Proposal?

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.048

History/Background:

Existing Policy: KRS 161.048(8) establishes the Option 7 Alternative Route to Certification. This route allows a person in a field other than education to receive a one-year temporary provisional teaching certificate in elementary, middle school, secondary, grades 5-12, or grades P-12. The temporary provisional certificate may be renewed up to two times. A candidate shall possess: a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a related field; a minimum grade point average of 2.75 on a 4.0 scale or 3.0 on the last thirty hours of credit completed; a passing score on the Graduate Record Exam or the Praxis Core Academic Skills for Educators; and, a passing score on the academic content assessment in the area in which certification is sought. Prior to receiving the temporary provisional certificate or during the first year of the certificate, the candidate shall complete a 240-hour institute, if pursuing elementary certification, or a 180-hour institute if pursuing middle or secondary certification. The providers and the content of the institute shall be approved by the EPSB.

In October 2019, the EPSB revised the Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute. These guidelines require that a minimum of half the requisite institute hours shall be completed prior to issuance of the first temporary provisional certificate, and the remainder of the hours shall be completed prior to issuance or during the first temporary provisional certificate. The guidelines also outline the application for providing an Option 7 institute and encourages applicants who are not currently accredited by the EPSB to

demonstrate partnerships with institutions of higher education accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.

Summary: The submitted program, iteachKENTUCKY, is part of the larger iteachU.S. organization and has held accreditation by the National Council for the Accreditation of Teacher Preparation (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP) since 2013. They offer a blended, competency-based educator preparation program that provides online instructional coursework that has been reviewed and revised regularly since the program's inception. It is currently on its fourth iteration to ensure that instruction is aligned to current standards, reflective of the most recent research, and addresses new trends and issues in education. In addition to a specific course instructor, a full-time technology individual is dedicated to ensuring a user-friendly interaction with the learning management system, Canvas.

Each candidate completes a 270-hour institute, iteach offers continuous enrollment and asynchronous learning, resulting in each candidate's program timeline being unique to the candidate. iteach has developed a rigorous, standards-based curriculum that is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards and reviewed by CAEP. Additionally, the iteachKENTUCKY plan demonstrates alignment with the Kentucky Academic Standards. The curriculum includes multiple assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. iteach believes that all candidates, whether seeking elementary or seeking secondary certification, benefit from participating in the 270-hour institute.

iteachKENTUCKY proposes to provide pedagogical and content courses using an approach which blends practical distance instruction via the internet and focused field-based experiences under the support and supervision of program staff. The program is based on a model that iteach, the program's parent organization, successfully piloted in Texas more than fourteen years ago, and has since replicated in Louisiana, Nevada, Hawaii, D.C. and Florida.

From the time a candidate is admitted into iteachKENTUCKY, candidates are encouraged to begin making classroom observations (in local schools or via video), using critical thinking to reflect on what they observed and what activity or lesson impacted them. The program's partnership with the Teaching Channel offers candidates unlimited access to a video library collection featuring several reflection prompts and questions to accompany each video which are well-suited to the purpose of spurring such reflection.

Once the candidate has completed 135 hours of training, he or she receives an Intent to Hire form, which documents to a possible hiring school that the candidate has completed the requisite training and is eligible to teach on a temporary provisional certificate. During the one semester teacher-of-record placement, a candidate is assigned a Field Supervisor who is a Kentucky certified educator. The Field Supervisor will observe the candidate's teaching practices at least three times during the field experience using the Classroom Appraisal and Report Evaluation (CARE) form.

Quality Assurance of Institute's Effectiveness: iteachKENTUCKY began collecting assessment data on candidate performance as well as program performance from the moment of the program's inception. During the last fifteen years, the assessment system has continued to evolve. The

overarching purpose of the assessment system is to collect, organize, maintain, and analyze data to achieve an objective of improving program effectiveness, candidate performance and impact on EC – 12 student learning. The system has been refined as the program has gone through the NCATE accreditation process, with areas of strength identified as well as areas that are works in progress.

The program assessment system is comprised of multiple external and internal assessments, each of which is designed to measure one or more proficiencies or dispositions for the effective novice teacher. For internally administered assessments embedded in the program, all assessments are aligned to demonstrate one or more of the identified professional dispositions; InTASC standards and/or Specialized Professional Association standards.

Through the refinements, an extensive system of internal assessments has been developed to assess the candidates' knowledge, skills and dispositions. The key internal assessment instruments range from grade point average to field experience evaluations.

All program and candidate data for aggregation and dissemination is readily obtainable through either a report or a query found in instructNET. On a monthly basis reports such as supervisor observations or grading of assignments can be generated and shared with designated individuals, allowing management to discern if the program's objectives regarding timeliness of observations and grading are being met. With data from the end-of-course surveys readily obtainable, management can quickly determine if there are any problems, perceived or real, from the candidate regarding their satisfaction with the instruction format, instructor, residency, or field experience.

iteach's institute proposal is included in the Document Library and requires approval by the EPSB before it may be offered for certification.

NEW INFORMATION: At the October meeting, the EPSB deferred consideration of this proposal. iteach has provided additional information based on the conversations from the October meeting. iteach's response is included for the EPSB review.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

The program has completed a multi-tiered review process and received a recommendation for approval based on the guidelines approved by the EPSB. OELE staff and an external review team comprised of one individual from an educator preparation provider, one from an educational cooperative and one from a school district have reviewed this program proposal and determined that the program meets the requirements for approval.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Council for the Accreditation of Educator Preparation Partnership Agreement

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the updated Partnership Agreement with the Council for the Accreditation of Educator Preparation (CAEP).

Rationale:

On a cyclical basis, the EPSB needs to update the partnership agreement with the national accreditor, CAEP. The update reflects any changes in standards, policies, procedures and regulations of either party.

Action Question:

Should the EPSB approve the updated state Partnership Agreement with CAEP?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

Existing Policy: The current partnership agreement between the EPSB and CAEP was signed in 2016 when the EPSB was an independent agency. The current agreement reflects the EPSB's goal from 2016, for all Kentucky educator preparation providers (EPP) to seek CAEP accreditation. Due to the organizational changes and recent revisions to the EPSB's accreditation regulation, 16 KAR 5:010, the agreement needs to be updated.

Summary: When the EPSB signed the current CAEP partnership agreement in 2016, CAEP was the new national accreditor of educator preparation that replaced the National Council for the Accreditation of Teacher Preparation (NCATE) and the Teacher Educator Accreditation Council (TEAC). Since 2016, CAEP has published a revised Policy and Procedures Manual and the EPSB has been attached to the Kentucky Department of Education for administrative purposes.

At the June 21, 2021 meeting, the EPSB approved amendments to 16 KAR 5:010, the accreditation regulation. These revisions include allowing EPPs to seek accreditation from a national accreditor approved by the EPSB, no longer requiring EPPs that seek national accreditation to also seek Kentucky accreditation, and continuing to allow EPPs to seek state-only accreditation. The CAEP standards for initial and advanced educator preparation programs will be used as the standards for state-only accreditation.

The updated CAEP partnership agreement reflects the changes in the EPSB's organizational structure and accreditation regulation. It also reflects the revised Policies and Procedures of CAEP. A copy of the updated partnership agreement is included for EPSB review.

Budget Impact: State dues to CAEP are reflected in the Partnership Agreement.

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**Kentucky Department of Education
and
The Council for the Accreditation of Educator Preparation (CAEP)
Partnership Agreement**

Whereas, CAEP is a nongovernmental, voluntary membership organization committed to the effective preparation of teachers and other P-12 professional educators; and

Whereas, CAEP, through an autonomous Accreditation Council, accredits educator preparation providers (EPPs) and advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning; and

Whereas, CAEP is a nationally recognized accreditor, having earned recognition by the Council for Higher Education Accreditation (CHEA), and is seeking recognition by the United States Secretary of Education, and, therefore, develops policy and procedures aligned with all applicable requirements of CHEA and, to the extent practicable, the U.S. Department of Education; and

Whereas, the Education Professional Standards Board (EPSB) has the sole statutory responsibility for approving EPPs in Kentucky; and the Kentucky Department of Education (KDE) administers and carries out the actions of the EPSB; and

Whereas, CAEP accreditation may be used in lieu of the state accreditation process, the decisions related to program approval lie entirely with the EPSB.

CAEP, and the EPSB hereby enter into this agreement detailing the EPSB's preferences with regard to Specialty Area Program reviews and review team composition for accreditation Reviews conducted by CAEP of EPPs operating within Kentucky and establishing the primary responsibilities each party has in supporting CAEP's accreditation activities involving all such EPPs.

1. CAEP Standards and Scope of Accreditation

The Parties understand and agree that:

The CAEP Board of Directors (CAEP Board or Board) has adopted standards (CAEP Standards or Standards) that serve as the basis for EPP accreditation sought through CAEP. CAEP agrees to allow the EPSB to use the CAEP standards for the state accreditation review process.

As a result of the ongoing critical self-review that CAEP undertakes to maintain and improve the quality of CAEP accreditation, the CAEP Board will undertake a comprehensive review and revision of the CAEP Standards on a schedule set by the Board and may, as needed, make interim amendments to the Standards. In making any such changes, CAEP will seek stakeholder and public input, including input from the KDE and its EPPs.

- 1.1. It is the responsibility of the State and any EPPs seeking or continuing CAEP accreditation to stay informed of any changes made to the CAEP Standards and the timeline(s) set by the Board for the implementation of or transition to new or revised Standards.
- 1.2. The CAEP scope of accreditation, defined in policy, distinguishes between two levels of educator preparation:
 - 1.2.1.1. Initial-Licensure Preparation is provided through programs at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers. All Initial-Licensure Preparation programs within the Scope of Accreditation will be reviewed under CAEP Standards for Initial-Licensure.
 - 1.2.1.2. Advanced-Level Preparation is provided through programs at the post-baccalaureate or graduate level leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, other certificated (or similar KDE or EPSB language) school professionals for employment in P-12 schools/districts. All Advanced-Level programs within the Scope of Accreditation will be reviewed under CAEP Standards for Advanced-Level Preparation.

2. CAEP's Responsibility for Education Preparation Provider (EPP) Accreditation

The Parties understand and agree that:

- 2.1. CAEP, through the Accreditation Council, has sole responsibility for granting CAEP accreditation to an EPP, and for supporting and overseeing NCATE- and TEAC- accredited EPPs through continuous accreditation and the CAEP eligibility processes described in CAEP policy.
- 2.2. The process required for accreditation by CAEP is outlined in policies and procedures. Policies and procedures may be revised from time to time. It is the responsibility of the State and any EPP seeking CAEP accreditation to stay informed of any such changes as they may impact the CAEP accreditation process from the time of their adoption or publication.

3. State's Responsibility for Specialty Area Program (SAP) Approval

The Parties understand and agree that:

- 3.1. The KDE and EPSB have responsibility for SAP approval decisions. In granting program approval, the KDE and EPSB will utilize information generated from CAEP's review(s) of an EPP, if applicable, including but not limited to an Accreditation Council decision on CAEP accreditation and the assignment of any Areas for Improvement (AFIs) and Stipulations, as described in CAEP policy.
- 3.2. The KDE and EPSB will periodically review program review requirements against the CAEP Standards and policies and will, in a timely manner, make CAEP aware of any conflicts or potential

inconsistencies so that all parties to this agreement are aware of any such issues and can work constructively together to minimize any challenges that may arise from them.

4. CAEP Accreditation Cycle

The Parties understand and agree that:

- 4.1. The CAEP accreditation cycle involves an EPP in continuous improvement and requires an EPP to demonstrate that it meets CAEP's high standards of quality required to improve P-12 student learning.
- 4.2. To merit full accreditation by CAEP, an EPP must meet all CAEP Standards on the basis of sufficient and accurate evidence.
- 4.3. A review, carried out by an Evaluation Team (which may also be referred to as a review team or site review team), is an essential part of the accreditation process. Members of the assigned team investigate the quality of an EPP's evidence, including the accuracy and consistency of the evidence provided in relation to CAEP Standards. In accordance with CAEP policy, CAEP may utilize a virtual site review or may have one or more Evaluation Team members participating using electronic means.
- 4.4. The KDE and EPSB elect that CAEP's reviews of EPPs in the State will be carried out using Evaluation Teams composed as follows:
 - 4.4.1. **Joint Review Team.** For any review except one required in conjunction with an accreditation decision of Accreditation with Stipulations or Probationary Accreditation, the composition of the Evaluation Team will be as follows:
 - 4.4.1.1. For a Review involving only one level of accreditation (i.e., initial or advanced), the Joint Review Team includes four national reviewers appointed by CAEP and up to three reviewers appointed by the State.
 - 4.4.1.2. For a Review involving both levels of accreditation, initial and advanced-level, the Evaluation Team will include five CAEP-appointed reviewers and up to four state-appointed reviewers.
 - 4.4.1.3. For a Stipulation or Probation review, the Evaluation Team is comprised of two CAEP-appointed reviewers. The state may choose to add one reviewer for a total of a three-person team. The lead reviewer is appointed by CAEP.
 - 4.4.1.4. The KDE and EPSB may assign one or more state consultants to be a part of pre-site visit meetings and will be allowed to provide additional background information on KDE and the EPSB accountability processes and review specific metrics put in place by the KDE and EPSB for individual EPPs.
 - 4.4.1.5. The State shall provide CAEP with its recommended Evaluation Team members within any timelines established by CAEP. If the State is unable to appoint members, CAEP will appoint from its pool of volunteers trained to serve as Evaluation Team members a CAEP-only

team. All such teams are led by an Evaluation Team chair (or Evaluation Team leader) appointed by CAEP.

- 4.5. Prior to assignment to any CAEP Evaluation Team, an individual must have successfully completed CAEP training for review team members and must acknowledge understanding of, and agreement to, adhere to CAEP's code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.6. At the discretion of the State, the State's teachers' association(s) may appoint one (1) representative per association to observe the Site Review. Any expenses associated with the attendance of an observer must be covered by the association(s) or State. Prior to participation, any observer must acknowledge understanding of an agreement to adhere to CAEP's policies and procedures regarding Site Reviews and the CAEP code of conduct, including with regard to confidentiality and conflicts of interest.
- 4.7. All Review activities undertaken by a CAEP Evaluation Team will be conducted in accordance with CAEP policies and procedures.
- 4.8. CAEP is not responsible for Site Review expenses for KDE assigned personnel.
- 4.9. An EPP that is subject to the jurisdiction of the EPSB may choose the following program review option for CAEP accreditation:
 - 4.9.1. **State Review by State Authority.** The State conducts program reviews for purposes of State approval and to inform CAEP accreditation. An EPP undergoing the State Review option will follow State guidelines. The State provides forms and instructions on how to meet all State standards for licensure/certificate program approval. Upon an EPP's completion of the State authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The State makes the final decision on the approval of any program. The CAEP Evaluation Team will consider evidence that the EPP presents as gathered from the State Review process to meet the sufficiency criteria related to CAEP Standard 1, Component R1.2 (Initial) and/or Standard RA1, Component RA1.1 (Advanced).
- 4.10. The specific timeline established for the review of an EPP, as well CAEP's consideration of any request for an extension, will be decided by CAEP or the Accreditation Council, as appropriate, on a case by case basis and in accordance with CAEP policies.
- 4.11. Once granted full accreditation by CAEP, an EPP's term of accreditation shall be seven (7) years. Shorter terms are granted with a decision of Accreditation with Stipulations or Probationary Accreditation. Throughout its term, to maintain accreditation, an EPP must comply with CAEP policies, including policies regarding payment of annual dues and the submission of annual reports.
- 4.12. An EPP for which the Accreditation Council issues a decision to deny or revoke accreditation

may have a right to petition for an appeal subject to CAEP's policy on appeals.

- 4.13. The State will notify CAEP within thirty (30) days of action taken when a CAEP-accredited EPP has had a change in State approval status.
- 4.14. Accreditation-specific terminology and definitions used by CAEP as part of its EPP review and accreditation processes may vary from similar terms and definitions used by the KDE and EPSB. Any definitions of key terms and glossaries created by CAEP are available on the CAEP website [<http://caepnet.org/glossary>]. The KDE should inquire with CAEP about the definition of any term if there is uncertainty regarding its meaning in the CAEP accreditation context.

5. Opportunities for State Input

The Parties understand and agree that:

- 5.1. CAEP will afford the KDE multiple opportunities to provide CAEP, the Evaluation Team, and members of the Accreditation Council with any information or data the State deems relevant to the accreditation of an EPP, as follows:
- 5.2. At least 12 months prior to any scheduled Site Review, CAEP will give the KDE notice of the upcoming Site Review. At any time, up to six (6) weeks before the scheduled Site Review, the KDE may provide CAEP with comments and information on the EPP for consideration by the Evaluation Team. EPPs will be given an opportunity to respond to any such comments prior to the Site Review.
- 5.3. At any time, the State may file a complaint regarding an EPP with the Accreditation Council for investigation and consideration as part of the EPP's ongoing cycle of CAEP accreditation. In accordance with CAEP policy, adverse action may result from any such investigation.
- 5.4. In the event an EPP within the State petitions for the appeal of an adverse action of the Accreditation Council, CAEP will notify the KDE/EPSB that such petition has been received. Any notification of a decision made by an ad-hoc appeal panel will be made in accordance with Section 7, below, and the detailed notification provisions included in CAEP policy.

6. Decisions of the Accreditation Council and an Ad-Hoc Appeals Council

The Parties understand and agree that:

- 6.1. The Accreditation Council makes decisions regarding the accreditation of EPPs at meetings held not less than two (2) times each year.
- 6.2. Following any decision of the Accreditation Council to deny or revoke the accreditation of an EPP, the EPP is promptly informed of its option to file a petition for an appeal and appeal requirements. Appeals criteria and process information are included in CAEP's policies on appeals.
- 6.3. CAEP provides written notice of each decision of the Accreditation Council and an Ad-hoc Appeal

Panel in accordance with CAEP policies.

- 6.4. The written notice CAEP provides regarding its accrediting decisions, includes notice to the appropriate State licensing or authorizing agency which may be a party to this agreement. CAEP's policies regarding notices specify the parties to which notice must be provided and the respective timelines for each.

7. Data Sharing

The Parties understand and agree that:

- 7.1. The CAEP Standards and process for CAEP Accreditation require an EPP to collect and share data. To the extent that the KDE maintains data necessary for CAEP's review of an EPP, subject to any data sharing agreement that may exist between an EPP and the KDE, CAEP expects that the KDE will make the relevant data available to EPPs at no cost, in a timely manner, with all personally identifiable information removed or redacted, and with all appropriate permissions to use the data for CAEP accreditation activities.
- 7.2. In order to facilitate the reviews necessary for CAEP accreditation, CAEP will provide the State and each dues paying EPP in the State with access to the CAEP accreditation platform, CAEP's data and information management system. Should the KDE or any EPP fail to pay annual dues to CAEP in a timely manner, CAEP reserves the right to suspend access to the CAEP accreditation platform until any outstanding dues are paid.
- 7.3. CAEP policies and the CAEP accreditation platform include information on the confidential nature of information maintained within the CAEP accreditation platform. All CAEP accreditation platform users must acknowledge CAEP's confidentiality policy and agree to adhere to it.

8. Partnership Dues, State Benefits, and Fees for Additional Services

The Parties understand and agree that:

- 8.1 The KDE will be responsible for payment of annual State Partnership dues (See Appendix A). Dues may be reviewed and updated annually by CAEP. Should the amount of the KDE's annual State Partnership dues be changed during the term of this agreement, CAEP will notify the KDE of the new dues amount and the effective date.
- 8.2 EP will provide up to three (3) individuals employed by the KDE with access to the CAEP accreditation platform.
- 8.3 During each year covered by this agreement, CAEP will waive the CAEP Conference registration fee for one (1) designated KDE representative; however, the KDE or KDE representative must assume other expenses associated with conference participation.
- 8.4 During each year covered by this agreement, CAEP will assume all expenses for one (1) designated

KDE representative to participate in the annual CAEP Clinic. A registration fee will be assessed for any additional KDE staff and they must assume other expenses associated with participation in the clinic.

8.5 EP offers states access to CAEP National Training for up to five (5) site reviewers a year, including training and travel (additional participants may be added based on need and on a cost-recovery basis). CAEP may also offer supplemental training opportunities for state reviewers. Supplemental training events that are arranged, including events in the State, will be provided by CAEP on a cost-recovery basis and with specific arrangements negotiated according to CAEP's policies regarding fees and expenses for training.

9 State and CAEP Contacts

The Parties understand and agree that:

9.1 The KDE will designate a liaison to serve as the primary contact for CAEP throughout the term of this agreement.

9.2 CAEP will designate a liaison to serve as the primary contact for the KDE through the term of this agreement.

10 Agreement Term and Amendments

The Parties understand and agree that:

10.1 CAEP and the State enter into this partnership agreement for the two (2)-year period beginning September 1, 2021 and ending on June 30, 2023.

10.2 The Parties will review this agreement at least annually and, as necessary, propose any amendment deemed appropriate and which may be adopted upon the agreement of the Parties.

10.3 Should any provision of this agreement be determined to be in conflict with CAEP policy, CAEP policy will be the prevailing authority and this agreement will be required to be amended to resolve the conflict.

10.4 Notwithstanding the annual review described above, this agreement may be modified by consent of the Parties at any point.

10.5 The KDE reserves the right to terminate the agreement for convenience upon 30 days written notice to CAEP, i.e. in the event that the funds are not appropriated or are otherwise unavailable. The KDE will fulfill any obligations incurred to the date of termination of this agreement.

Christopher Koch, President
Council for the Accreditation of Educator Preparation

DATE

By signing this agreement, the undersigned agrees to be bound by the terms outlined above and affirms that he or she has the authority to enter into this agreement on behalf of the State.

Lisa Rudzinski, Board Chair
Education Professional Standards Board

DATE

Dr. Jason Glass, Commissioner
Kentucky Department of Education

DATE

DRAFT

Appendix A: State Dues Structure

Beginning in FY18 (July 1, 2017), a new State Partnerships dues structure* takes effect. The new structure more fairly aligns and delineates (1) the collective resources required to service state partners in conjunction with their respective EPPs (fixed and proportional amounts), and (2) the variable resources required to administer the CAEP-State joint reviews for States that choose to participate in the joint CAEP Accreditation processes (variable amount).

Annual costs for supporting activities associated with State Partnerships have both fixed and proportional components which include costs associated with the CAEP Clinic, fall and spring CAEP Conferences, staff time, technology costs for maintaining workspaces within CAEP's accreditation platform, and other indirect expenses.

For the fixed and proportional amounts, states would be assessed \$3,000 annually (reviewed on an annual basis) to cover expenses for the spring convening and conference registration plus a portion of indirect expenses which are based on the actual percentage of CAEP member EPPs within each state.

For example:

State A has 20 CAEP member EPPs, or 2.2% of total CAEP EPPs. The proportional amount will be set at 2.2% of \$315,000 (current total), or \$6,900. Therefore, the total fees for State A will be: \$3,000 (fixed) + \$6,900 (variable) = \$9,900.

* This represents the dues structure in effect at the time this agreement is entered into by the Parties. CAEP reviews the dues structure annually and reserves the right to adjust the State's annual dues as needed to ensure that all costs of CAEP's accreditation activities are adequately covered. CAEP will notify the State upon the adoption of any changes to this structure and the data on which any new dues structure will take effect.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

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

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: District closures due to COVID-19 have made it impossible for some teacher candidates to complete the required 200 field hours before the close of the Fall 2021 higher education academic semester. District closures are out of the control of the teacher candidates and the educator preparation providers; however, both have made good faith efforts to complete as many hours as possible during the Fall 2021 semester. The following educator preparation programs have submitted a letter of support from their administration as well as a list of students affected by the closures; Alice Lloyd College and Kentucky State University. If granted, the waiver would allow the requested students to student teach during the Spring 2022 semester.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

Should the Education Professional Standards Board (EPSB) approve the waiver of the remaining student teaching days for the Midway University student teachers affected by district closures and isolation orders?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: District closures and isolation orders due to COVID-19 have made it impossible for some student teachers from Midway University to complete the required seventy full days in instruction before the close of the Fall 2021 higher education academic semester. District closures are out of the control of the student teachers and the EPP; however, both have made good faith efforts to complete as many hours as possible during the Fall 2021 semester. Midway University has submitted a list of student teachers that were affected, documents from the district confirming the dates of closures, and documentation of isolation orders for student teachers exposed to COVID.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Request to Waive Student Teaching Days for Ayla Roberts

Action Question:

Should the Education Professional Standards Board (EPSB) approve the waiver of remaining student teaching days for Ayla Roberts due to a medical condition?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:040

History/Background:

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

Summary: On November 18, 2021, Ayla Roberts notified the field office at the University of Louisville that her doctor has put restrictions on her, since she is due to deliver in January. One of those restrictions includes not engaging in face to face activities in the classrooms due to her high-risk condition. The physician's note is included in the supporting documents. Ms. Roberts is a unique student who has already completed one year of teaching as an alternative certification candidate before transitioning to the traditional Master of Arts in Teaching program. The University of Louisville noted that Ms. Roberts has been an exceptional student teacher and has gone above and beyond working with her cooperating teachers and her students this semester. Ms. Roberts has completed 57 days in her student teacher experience, and the University of Louisville asks the EPSB to waive the remaining student teaching days.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Student Teaching Placement Request for Mychelle Bray

Action Question:

Should the Education Professional Standards Board (EPSB) approve Morehead State University's alternative student teaching placement request for Mychelle Bray?

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 Art student Mychelle Bray is assigned to a high school art teacher for one of her 8-week placements in the Spring 2022 semester. However, the elementary art teachers in the district that meet the three years of minimum experience required to serve as a cooperating teacher have chosen not to have student teachers while taking on the challenges of teaching art in a hybrid (in-person/virtual) environment. Additional teachers in the area only teach art "sometimes" and do not meet the requirements to host student teachers. For these reasons, having exhausted all possibilities in the district, Morehead State University is requesting that Ms. Bray complete her seventy-day student teaching assignment in the middle and 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 Sarah Collins

Action Question:

Should the Education Professional Standards Board (EPSB) approve Morehead State University's alternative student teaching placement request for Sarah Collins?

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 Art student Sarah Collins is assigned to a high school art teacher for one of her 8-week placements in the Spring 2022 semester. However, the elementary art teachers in the district that meet the three years of minimum experience required to serve as a cooperating teacher have chosen not to have student teachers while taking on the challenges of teaching art in a hybrid (in-person/virtual) environment. Additional teachers in the area only teach art "sometimes" and do not meet the requirements to host student teachers. For these reasons, having exhausted all possibilities in the district, Morehead State University is requesting that Ms. Collins complete her seventy-day student teaching assignment in the middle and high school settings.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:010. Request to Waive Grade Level Restrictions for William Calloway

Action Question:

Should the Education Professional Standards Board (EPSB) approve the district's request that the grade restriction requirements of 16 KAR 2:010 be waived for the 2021-2022 school year to allow Mr. Calloway to teach down to 4th grade in his content area?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:010

History/Background:

Existing Policy: 16 KAR 2:010 Section 4(1)(c) allows for middle school certified teachers to teach their content in grades 5-9.

Summary: Bell County Schools has continued to request this waiver as several of their K-8 elementary teachers have reached retirement. Decreased enrollment in the district's K-8 schools prevents the district from hiring additional elementary certified teachers to cover the lower grades. The middle schools in the district are on a seven-period day and without this waiver, they are only able to utilize these middle school teachers for four periods of the instructional day. By allowing the teachers to teach their content in a 4th grade class, they can teach an additional period of instruction. Bell County Schools had an unfilled vacancy and recently hired one of their retired teachers, William Calloway, to fill the middle school social studies position. Mr. Calloway holds the proper content certification, but the district requests that the EPSB waive the grade restrictions to allow him to teach 4th grade in his content area during the 2021-2022 school year.

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 Sharon Ramey

Action Question:

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

Applicable Statute or Regulation:

KRS 161.028, KRS 161.100, 16 KAR 2:120

History/Background:

Existing Policy: 16 KAR 2:120 only allows issuance of a subsequent emergency certification if the first emergency certificate was issued after February 15th of a school year or if it was issued for less than fifty (50) percent of the person's class schedule. For the 2020-2021 and 2021-2022 school years, the EPSB has approved waivers to allow issuance of a second emergency certification.

Summary: Sharon Ramey plans to pursue alternative certification for Learning and Behavior Disorders (LBD) through the Option 7 route with the Central Kentucky Educational Cooperative but is awaiting passing scores on the Praxis Core Academic Skills for Educators exam for admission to the program. Montgomery County Schools has two LBD vacancies in their district that they have been unable to fill. The district is requesting an emergency certificate for Ms. Ramey while she works to meet admission requirements for the Option 7 program. For the past two years, Ms. Ramey has been emergency certified to teach Interdisciplinary Early Childhood Education in another district. Due to the shortage of special education teachers in the district, Montgomery County Schools is requesting this waiver so that Ms. Ramey can serve as an LBD teacher for the 2021-2022 school year.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

Should the Education Professional Standards Board (EPSB) approve the request to waive the requirement for the applicant to possess an equivalent certification for school principal in Indiana?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 4:030

History/Background:

Existing Policy: 16 KAR 4:030 requires out-of-state prepared educators to possess an equivalent certification from the state where the applicant completed his or her preparation program.

Summary: John Brewer has been employed as an English teacher with Jefferson County Public Schools since 2012. He holds a Rank 1 certification, and as a resident of Indiana, he has completed all of his educational preparation programs at Indiana University Southeast. Most recently, Mr. Brewer completed a Master's in Educational Leadership in August 2020. Mr. Brewer held teacher certification in Indiana, but he has not obtained the equivalent administrator certification in that state since completing his program because he is employed in Kentucky. Mr. Brewer has taken and passed the School Leaders Licensure Assessment (SLLA) required for certification, and the certification officer at Indiana University Southeast has recommended him for completion of the program, other than obtaining Indiana licensure. Mr. Brewer is requesting that the EPSB approve this waiver so he may be issued the Kentucky Principal Statement of Eligibility.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 6:010. Request to Waive Five Year Test Recency Requirement for Maegen Schmidt

Action Question:

Should the Education Professional Standards Board (EPSB) approve the applicant's request to allow the expired passing assessment scores to qualify for issuance of a certificate?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 6:010

History/Background:

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

Summary: Ms. Schmidt completed a Bachelor's in Elementary Education at Eastern Kentucky University in 2013. She completed the final Praxis II test requirement for the elementary certification in January 2014. Ms. Schmidt submitted an application for certification in February 2014, but that application was eventually withdrawn because the test scores were never received. She submitted another application in 2015, but her scores were still missing so that application was never processed. Recently Ms. Schmidt contacted our office and the Educational Testing Service (ETS) and discovered that her test scores were reported to an incorrect social security number, which is why the certification office never received them. ETS has resolved the issue and has now reported her scores to the certification office, but the scores are outside of the five-year test recency window. Ms. Schmidt is requesting the EPSB grant this request so that she can be issued certification based on the expired test.

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 Rachel Cease

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

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

Summary: Jefferson County Schools has submitted the CA-265 application and portfolio for Rachel Cease. The district is requesting that the EPSB approve her application for certification in the area of **English, Grades 5-9**. 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 requisite academic content assessment. Jefferson County Schools offered the applicant a job teaching 7th grade English Language Arts. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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