

EPSB Mission Statement

The Education Professional Standards Board, in full collaboration and cooperation with its education partners, promotes high levels of student achievement by establishing and enforcing rigorous professional standards for preparation, certification, and responsible and ethical behavior of all professional educators in Kentucky.

EPSB Meeting Agenda VIDEO TELECONFERENCE MEETING

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

Monday, February 14, 2022

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 KDEEPSB@education.ky.gov prior to the close of business on February 10, 2022. 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 December 13, 2021, EPSB Meeting Minutes

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 Member
- B. Nomination and Election of Chair
- C. Other Updates

Information Item

- A. Option 7 Recommendations (Dr. Byron Darnall)

Action Items

- A. 16 KAR 3:080. Career and Technical Education School Principals, Amendment (Ms. Cassie Trueblood)
- B. Alice Lloyd College: Accreditation of the Educator Preparation Provider and Approval of Programs (Ms. Margaret Hockensmith)
- C. Boyce College at the Southern Theological Seminary: Accreditation of the Educator Preparation Provider and Approval of Program (Ms. Hockensmith)
- D. Association for Advancing Quality in Educator Preparation Partnership Agreement (Ms. Hockensmith)

Waivers

- A. 16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment (Ms. Hockensmith)
- B. 16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment (Ms. Hockensmith)
- C. 16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment (Ms. Hockensmith)
- D. 16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment (Ms. Hockensmith)
- E. 16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment (Ms. Hockensmith)
- F. 16 KAR 5:040. Alternative Student Teaching Placement Request for Amanda Robinette (Mr. Brandon Harrod)
- G. 16 KAR 5:040. Alternative Student Teaching Placement Request for Jake Rodriguez (Mr. Harrod)
- H. 16 KAR 5:040. Alternative Student Teaching Placement Request for Jimmie Hafley (Mr. Harrod)
- I. 16 KAR 5:040. Alternative Student Teaching Placement Request for Luke Conley (Mr. Harrod)
- J. 16 KAR 5:040. Alternative Student Teaching Placement Request for Tracy Back (Mr. Harrod)
- K. 16 KAR 5:040. Request to Waive Cooperating Teacher Eligibility Requirements for Nicholas Ayers (Mr. Harrod)

- L. 16 KAR 2:010. Request to Waive Grade Point Average Requirement for Issuance of Kentucky Certification (Ms. Crystal 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:

April 11, 2022
300 Sower Blvd
Frankfort, KY 40601

The actions delineated below were taken in open session of the EPSB at the December 13, 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 9:04 a.m. ET. In an effort to prevent the spread of the novel Corona Virus (COVID-19) this meeting was conducted by video teleconference. Chair Lisa Rudzinski read the mission statement to the EPSB and audience.

Roll Call

The following EPSB members were present during the December 13, 2021, EPSB meeting: Diane Berry, Cathy Gunn, Donna Hedgepath, Traci Hunt, Jacqueline Mayfield, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Amber Snell, Carmen Souder, Wade Stanfield, Julian Vasquez-Heilig and Sarah Weedman.

CPE: Amanda Ellis

Cabinet: Absent

Approval of Consent Items

2021-186

Approval of October 11, 2021, EPSB Meeting Minutes

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

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

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

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

Motion made by Mr. Wade Stanfield, seconded by Ms. Traci Hunt, to approve the consent agenda items.

Vote: *Unanimous*

Report of the Executive Secretary

Commissioner Jason Glass shared a few updates from the Kentucky Department of Education including updates on the relief efforts to assist with the tornado damage in Western Kentucky. He also provided the EPSB with updates on the priorities for the upcoming legislative session.

Report from the Council on Postsecondary Education

Amanda Ellis gave an update from the Council on Postsecondary Education (CPE) including an update on the legislative request around budgets, the CPE approved strategic agenda, the recently launched cultural competency modules, and an event held to help high school students and parents with the process of financial aid.

Report of the Associate Commissioner

Byron Darnall shared out that he wanted to recognize everyone that has been impacted by the tornados in Western Kentucky. He also gave updates from the Office of Educator Licensure and Effectiveness including the Teaching and Learning Pathway, Go Teach KY, and the work of the P3 Partnership.

Report of the Chair

Chair Lisa Rudzinski recognized former EPSB member Beth Spradlin who was a representative for middle school teachers on the board. On December 1st, Ms. Spradlin retired from teaching. Chair Rudzinski also noted that it was Donna Hedgepath's last day on the Board. Dr. Hedgepath served the EPSB since 2015 as an Independent Colleges and Universities representative. Chair Rudzinski thanked both members for their service on the Board.

She also recognized former EPSB staff member, Chelsea Young who came to the EPSB legal team in 2014. Chair Rudzinski wished Ms. Young well in her new position.

Information/Discussion Items

16 KAR 3:080. Career and Technical Education School Principals, Amendment
Ms. Cassie Trueblood presented an amendment to 16 KAR 3:080.

Association for Advancing Quality in Educator Preparation Partnership Agreement
Ms. Margaret Hockensmith presented the partnership agreement between the EPSB and the Council for the Accreditation of Educator Preparation.

Overview of the Option 7 Alternative Route to Certification
Dr. Byron Darnall presented an overview of the Option 7 Alternative Route to Certification.

Action Items

Option 7 Institute Proposal, Central Kentucky Educational Cooperative
2021-187

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

Vote: *The motion failed. (Mr. Mitchell, Chair Rudzinski and Mr. Stanfield voted in favor.)*

2021-188

Motion made by Dr. Julian Vasquez-Heilig, seconded by Dr. Sherry Powers to defer consideration until a taskforce can review measures of efficacy.

Vote: *Unanimous*

Option 7 Institute Proposal, iteach

2021-189

Motion made by Dr. Julian Vasquez-Heilig, seconded by Dr. Sherry Powers, to defer consideration until a taskforce can review measures of efficacy.

Vote: *Unanimous*

Council for the Accreditation of Educator Preparation Partnership Agreement

2021-190

Motion made by Dr. Sherry Powers, seconded by Dr. Amanda Ellis, to approve.

Vote: *Unanimous*

Waivers

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

2021-191

Motion made by Mr. Justin Mitchell, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

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

2021-192

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

Vote: *Unanimous*

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

2021-193

Motion made by Ms. Diane Berry, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

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

2021-194

Motion made by Ms. Jacqueline Mayfield, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

16 KAR 5:040. Alternative Student Teaching Placement Request for Sarah Collins

2021-195

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

Vote: *Unanimous*

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

2021-196

Motion made by Dr. Donna Hedgepath, seconded by Ms. Jacqueline Mayfield to approve.

Vote: *Unanimous*

16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Sharon Ramey

2021-197

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

Vote: *Unanimous*

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

2021-198

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

Vote: *Unanimous*

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

2021-199

Motion made by Ms. Diane Berry, seconded by Ms. Sarah Weedman to approve.

Vote: *Unanimous*

Alternative Route to Certification Applications

Rachel Cease, English, Grades 5-9

2021-200

Motion made by Ms. Carmen Souder, seconded by Ms. Amber Snell, to approve.

Vote: *Unanimous*

Motion made by Ms. Jacqueline Mayfield, 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. Justin Mitchell, seconded by Ms. Amber Snell, to return to open session.

Vote: *Unanimous*

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

Diane Berry, Cathy Gunn, Donna Hedgepath, Jacqueline Mayfield, Justin Mitchell, Sherry Powers, Lisa Rudzinski, Amber Snell, Carmen Souder, and Sarah Weedman.

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

Initial Case Review

Case Number

Decision

2109615	Admonish
2110767	Admonish
2109617	Admonish
2109613	Admonish
2109643	Dismiss w/Prejudice
2109645	Defer for Training
2108497	Attorney Review
2109641	Attorney Review
2110755	Attorney Review

2109631	Attorney Review
2109635	Attorney Review
2109633	Attorney Review
2108495	Attorney Review
2110749	Attorney Review
2108507	Attorney Review
2109619	Attorney Review
2108501	Attorney Review
2108503	Attorney Review
2108493	Attorney Review
2108499	Dismiss w/Prejudice
2110775	Attorney Review
2108509	Dismiss w/o Prejudice
2109621	Attorney Review
2110769	Dismiss w/Prejudice
2108547	Defer for Training
2109693	Defer for Training
2109673	Dismiss w/Prejudice
2109681	Dismiss w/Prejudice
2109671	Dismiss w/Prejudice
2110825	Dismiss w/Prejudice
2109651	Defer for Training
2108531	Defer for Training
2108521	Dismiss w/Prejudice
2108541	Dismiss w/Prejudice
2108545	Defer for Training
2108569	Dismiss w/Prejudice
2108559	Dismiss w/Prejudice
2108513	Dismiss w/Prejudice
2109653	Dismiss w/Prejudice
2109665	Dismiss w/Prejudice
2109691	Dismiss w/Prejudice
2108515	Dismiss w/Prejudice
2108529	Dismiss w/Prejudice
2108533	Dismiss w/Prejudice
2107369	Dismiss w/Prejudice
2108537	Defer for Training
2108561	Defer for Training
2108553	Defer for Training
2108549	Defer for Training
2109661	Dismiss w/Prejudice
2109701	Defer for Training
2109657	Dismiss w/Prejudice
2109675	Dismiss w/Prejudice
2109649	Dismiss w/Prejudice
2109647	Dismiss w/Prejudice

2109689	Dismiss w/Prejudice
2108557	Defer for Training
2109683	Dismiss w/Prejudice
2109659	Dismiss w/Prejudice
2109677	Dismiss w/Prejudice
2108543	Defer for Training
2109695	Dismiss w/Prejudice
2108517	Dismiss w/Prejudice
2108539	Dismiss w/Prejudice
2109667	Dismiss w/Prejudice
2109679	Defer for Training
2109663	Defer for Training
2109687	Defer for Training
2108565	Dismiss w/Prejudice
2109699	Defer for Training
2109697	Defer for Training
2109669	Dismiss w/Prejudice
2109685	Defer for Training
2108567	Defer for Training
2108525	Defer for Training
2108523	Dismiss w/Prejudice
2107425	Defer for Training
2108535	Dismiss w/Prejudice
2108555	Dismiss w/Prejudice
2108519	Defer for Training
2108511	Defer for Training
2109629	Dismiss w/Prejudice
2109625	Dismiss w/Prejudice
2109627	Attorney Review
2109623	Attorney Review
CF 211567	Refer to Hearing
20121619	Admonish
20121629	Admonish
21019	No Further Action
2002429	No Further Action
2004921	No Further Action
20061093	No Further Action
20101489	No Further Action
210119	Dismiss w/Prejudice
2103227	Dismiss w/Prejudice
210133	Dismiss w/Prejudice
2107353	Dismiss w/Prejudice
2103229	Dismiss w/Prejudice
2104299	Dismiss w/Prejudice
20121657	Dismiss w/Prejudice
20121655	Dismiss w/Prejudice

2107419 Dismiss w/Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
211735	Deny
211757	Approve
211761	Approve
211807	Defer
211843	Approve
211845	Deny
211387	Approve
211828	Approve
211887	Approve
211892	Approve
211896	Approve
211885	Deny
211764	Approve
211766	Approve
211771	Approve
211775	Approve
211809	Approve
211811	Approve
211817	Approve
211831	Approve
211833	Approve
211840	Deny
211836	Approve
211849	Approve
211750	Approve
211861	Approve
211863	Approve
211868	Approve
211876	Approve
211883	Approve
211889	Approve
211895	Deny
211898	Defer
211900	Approve

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
18071043 Amanda White-Riggs	Accept Agreed Order stating White-Riggs voluntarily, knowingly, and intelligently surrenders Certificate Number 60536, 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, White-Riggs 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*

1902161 Gregory Conway

Accept Agreed Order stating Conway voluntarily, knowingly, and intelligently surrenders Certificate Number 000080188, 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, Conway 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*

20101501 Christopher Ryan

Accept Agreed Order stating on or before June 1, 2022, Ryan shall provide written proof to the Board that he has taken a course of training/professional development on the subject of Cultural Sensitivity/Diversity. Any cost associated shall be paid for by Ryan. Failure to provide the written proof on or before June 1, 2022 shall result in Certificate 201127208 being administratively suspended until such time as Ryan provides the proof.

From the date the Board approves this Order, Certificate Number 201127208 shall be under a two year probationary period and subject to the following condition:

Ryan shall receive no disciplinary action from any district where he is employed during the probationary period. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process.

If Ryan fails to comply with this condition, Certificate Number 201127208 shall be administratively suspended pending Board review and disposition.

Ryan 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*

2107355 Lori Craycroft

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

On or before April 1, 2022, Craycroft shall provide proof that she has completed a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board, that she has complied with the assessment process, and that she has successfully completed any and all treatment recommendations. Any costs associated shall be paid for by Craycroft. Failure to provide such proof by April 1, 2022 shall result in Certificate Number 200102591 being administratively suspended until said proof is offered.

On or before April 1, 2022, Craycroft shall provide written proof to the Board that she has taken a course of professional development/training on the topic of educator ethics as approved by the Board. Any expense for this professional development/training shall be paid for by Craycroft. Failure to provide such proof by April 1, 2022 shall result in Certificate Number 200102591 being administratively suspended until said proof is offered.

From the time this Order becomes final, Certificate Number 200102591 shall be under a probationary period of two years and subject to the following probationary conditions:

For the two year probationary period, Craycraft shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving the use and/or possession of any controlled substance or alcohol. If Craycroft is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of any controlled

substance or alcohol, she shall submit this information to the Board, in writing, within thirty days.

Failure to abide by this condition shall result in Certificate 200102591 being administratively suspended pending further Board review.

Craycroft 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*

20121587 Andrew Sauls

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate Number 201127931, shall be revoked for a period of three (3) years.

In addition to any educational and assessment requirements necessary for certification at the time, Sauls shall comply with the following conditions prior to reissuance of Certificate Number 201127931:

1. Sauls shall submit written proof to the Board that he has completed three (3) hours of appropriate student teacher boundaries training, as approved by the Board. Sauls shall pay any expense incurred. Certificate Number 201127931 shall not be reissued until such condition is satisfied.
2. Sauls shall submit written proof to the Board that he has completed three (3) hours of educator ethics training, as approved by the Board. Sauls shall pay any expense incurred. Certificate Number 201127931 shall not be reissued until such condition is satisfied.

Upon reissuance, Certificate Number 201127931 and any new endorsements or new areas of certification shall be subject to the following permanent probationary condition:

Sauls shall not receive any disciplinary action involving student/teacher boundaries from any school district he is employed. If Sauls fails to satisfy this condition, Certificate Number 201127931 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.

Sauls 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*

1910993 Kendall Burk

Accept Agreed Order permanently revoking certificate number 201200483. Burke agrees to not apply for, nor be issued, a teaching, emergency, or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon the acceptance of this agreement by the Board, Burk 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*

20061075 Laurene Crockett

Accept Agreed Order stating Crockett is retired and agrees not to apply for nor accept a certified position in her lifetime and in exchange this case will be dismissed. If Crockett applies for or accepts a certified position, in violation of this agreement, her certificate shall be administratively suspended pending Board review and disposition.

Crockett 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*

2107345 Amber Allen

Reject Agreed Order reprimanding Allen for entering a guilty plea to Disorderly Conduct, Second Degree. Allen is reminded that educators are held to a high standard under the Professional Code of Ethics and must maintain the dignity and integrity of the profession.

Allen must provide written proof to the Board by May 1, 2022, that she has completed a training on the duty to report, as approved by the Board. Any expense required to complete

said training shall be paid by Allen. If Allen fails to complete the above training prior to the deadline, Certificate Number 200300768 shall be administratively suspended until she provides proof to the Board that she has completed the above required training.

Allen must provide written proof to the Board by May 1, 2022, that she has completed a training on Educator Ethics, as approved by the Board. Any expense required to complete said training shall be paid by Allen. If Allen fails to complete the above training prior to the deadline, Certificate Number 200300768 shall be administratively suspended until she provides proof to the Board that she has completed the above required training.

Certificate Number 200300768, including any and all endorsements, is hereby subject to the following probationary condition for a period of four (4) years:

1. During the probationary period, Allen shall not receive any disciplinary action related to any subsequent failure to report 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 the tribunal and/or arbitration process.

Failure to uphold this condition will result in Certificate 200300768 being administratively suspended pending further Board review and disposition.

Allen 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*

1903315 Amanda Phillips

Accept Agreed Order permanently revoking certificate Number 68917. Phillips agrees not to 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, Phillips 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, Fifth Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

2103215 Jessica Lepley

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate No. 201138851 shall be suspended from June 1, 2021 to August 1, 2021.

Lepley has provided proof to the Board that she has completed six (6) hours of special education law training.

Lepley has provided proof to the Board that she has completed two (2) hours of social emotional learning in the changing times.

Lepley has provided proof to the Board that she has completed a one (1) hour training discussing boundary invasion and sexual harassment.

Lepley has provided proof to the Board that she has completed five (5) hours on Educator Ethics training.

On or before April 1, 2022, Lepley shall provide written proof to the Board that she has completed a course of training on the subject of Professionalism as approved by the Board. Any cost for said training shall be paid for by Lepley. Failure to provide the written proof by April 1, 2022 will result in Certificate Number 201138851 being administratively suspended until such time as Lepley provides the written proof.

On or before April 1, 2022, Lepley shall provide written proof to the Board that she has completed a course of training on the subject of Ethical Use of Technology as approved by the Board. Any cost for said training shall be paid for by Lepley. Failure to provide the written proof by April 1, 2022 will result in Certificate Number 201138851 being administratively suspended until such time as Lepley provides the written proof.

Certificate Number 201138851, shall be subject to the following conditions for a period of five (5) years:

1. On or before October 1, 2022 and each year following of her probationary period, Lepley shall provide written proof to the Board that she has completed training on the subject of Educator Ethics as approved by the Board. Any cost for said training shall be paid for by Lepley. Failure to provide the provide the written proof by October 1 will result in Certificate Number 201138851 being administratively suspended until such time as Lepley provides the written proof.
2. Lepley shall not receive any disciplinary from any school district related to neglect of duty 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 probationary condition will result in an administrative suspension pending Board review and disposition.

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

Vote: *Unanimous*

2107347 Heather Frick

Accept Agreed Order permanently revoking certificate Number 201188828. Frick agrees not to 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, Frick 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, Fifth Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

20061101 Sara Newsome

Accept Agree Order retroactively suspending Certificate Number 201135986 from June 1, 2021 until July 31, 2021, a period of two months.

Furthermore, Certificate Number 201135986 shall be further suspended from June 1, 2022 to July 31, 2022, a period of two months.

Newsome is admonished for conduct unbecoming a teacher. The Board reminds Newsome that, as a teacher, she has a duty to uphold the dignity and integrity of the teaching profession. Being under the influence while driving is not only dangerous; it is also a horrible example to set for students. The Board will tolerate no further incidents of misconduct by Newsome.

Newsome is further admonished for her criminal possession of forged instruments. Teachers must be held to a high standard of honesty and integrity for the good of both their students and the teaching profession itself. Theft and forgery are not acceptable under any circumstances, and the Board will not tolerate this behavior going forward.

On or before April 1, 2022, Newsome shall provide proof that she has completed a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board, that she has complied with the assessment process, and that she has successfully completed any and all treatment recommendations. Any costs associated shall be paid for by Newsome. Failure to provide such proof by April 1, 2022 shall result in Certificate Number 201135986 being administratively suspended until said proof is offered.

On or before April 1, 2022, Newsome shall provide written proof to the Board that she has taken a course of professional development/training on the topic of educator ethics as approved by the Board. Any expense for this professional development/training shall be paid for by Newsome. Failure to provide such proof by April 1, 2022 shall result in Certificate Number 201135986 being administratively suspended until said proof is offered.

From the time this Order becomes final, Certificate Number 201135986 shall be under a probationary period of five years and subject to the following probationary conditions:

During the first year of the probationary period, Newsome shall be subject to random drug testing, to be administered

by a provider approved by the Board, and shall receive no drug test that is positive for any illegal substance or that is in excess of therapeutic levels generally accepted in the medical community. Newsome shall pay any expense incurred.

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

Failure to comply with any the above probationary conditions will result in Certificate 201135986 being automatically suspended pending Board review and disposition.

Newsome 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*

2103241 Vivienne Davidson

Accept Agreed Order stating Davidson's certificate is currently expired. Prior to reissuance, Davidson shall first provide written proof to the Board that she has completed Educator Ethics training, as approved by the Board. Any expense incurred for said training shall be paid for by Davidson. If Davidson fails to satisfy this condition, Certificate Number 201104175 shall not be reissued.

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

Vote: *Unanimous*

20101495 Tracee Young

Accept Agreed Order admonishing Young for subjecting a student to embarrassment or disparagement.

On or before May 31, 2022, Young shall provide written proof to the Board, she has completed a training course on cultural sensitivity or diversity. Any expense incurred shall

be paid for by Young. If Young fails to satisfy this condition by May 31, 2022, Certificate Number 201206726 shall be administratively suspended until such condition is satisfied.

Young 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*

2108505 Emily Badgett

Accept Agreed Order stating Badgett voluntarily, knowingly, and intelligently surrenders Certificate Number 201212003, 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, Badgett 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*

20101483 Jacob Matheney

Accept Agreed Order admonishing Matheney for exercising poor professional judgment. The Board reminds Matheney that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. In the future, Matheney should be more cognizant of appropriate personal boundaries and appropriate language to be used with a student. The Board will not tolerate any further incidents of misconduct from Matheney.

By March 1, 2022, Matheney shall provide written proof to the Board that he has completed three (3) hours of professional development or training in the area of classroom management, as approved by the Board. Matheney shall pay any expense incurred. If Matheney fails to satisfy this condition, Certificate Number 000075069 shall be administratively suspended until such condition is satisfied.

By March 1, 2022, Matheney shall provide written proof to the Board that he has completed three (3) hours of professional development or training in the area of de-escalation strategies, as approved by the Board. Matheney shall pay any expense incurred. If Matheney fails to satisfy

this condition, Certificate Number 000075069 shall be administratively suspended until such condition is satisfied.

Further, Certificate Number 000075069, shall be subject to the following conditions for a period of two (2) years:

1. Matheney shall not receive any disciplinary action from any school district in which he is employed. If Matheney fails to satisfy this condition, Certificate Number 000075069 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.

Matheney 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*

20121595 Donald Shively

Accept Agreed Order reprimanding Shively for his offensive characterization of African Americans. The school environment must be welcoming to all who come to learn and teach. Such racist and deplorable conduct interferes with students’ ability to learn and staff’s ability to teach in a safe and welcoming environment for all people. The Board will not tolerate any further misconduct from Shively.

Shively has provided written proof to the Board that he has completed 66 hours of professional development training with Pastor Edward L. Palmer Sr., recipient of the MLK Jr. Leadership Award and the Thurgood Marshall Social Justice Impact Award on topics including Implicit Bias, Anti-Racism, Racial Sensitivity, and Diversity, Equity, & Inclusion.

Shively has provided written proof to the Board that he has completed 10 hours of training from the American Association of School Administrators’ “Leading for Equity” series.

Shively has provided written proof to the Board that he has completed 9 hours of training from the National School Board Association's Equity Symposium and Summer Equity Symposium.

Shively has provided written proof to the Board that he has completed 4 hours of training on the topic of Diversity Equity and Inclusion with Dr. Roger Cleveland, Director of Faculty Development and Diversity Initiatives at Eastern Kentucky University.

Finally, Certificate Number 199802605 shall be subject to the following probationary condition for a period of five (5) years:

1. Shively shall receive no further disciplinary action, including but not limited to a public reprimand, suspension, termination, directive to take unpaid leave, or a resignation under threat of termination, from any school district in which he is employed. If Shively fails to satisfy this condition, Certificate Number 199802605 shall be administratively suspended pending Board review and disposition.

Shively 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*

CF 201585 Dale Adkins

Accept Agreed Order stating upon acceptance of this agreement by the Board, Adkins shall be issued a Kentucky teaching certificate upon providing written proof to the Board that he has complied with a comprehensive alcohol/substance abuse assessment by a licensed or certified chemical dependency counselor, as approved by the Board, and is compliant with any treatment recommendations. Adkins shall pay any expense incurred. Adkins shall not be issued a certificate until such condition is satisfied.

Further, any and all certificates issued to Adkins shall be subject to the following probationary conditions:

1. By January 1st and June 1st of each year, beginning June 1, 2022, Adkins shall submit a letter from his treating

psychiatrist that he fit to fulfill the duties of an educator and that he is compliant with all treatment recommendations, until he is released from treatment. Adkins shall pay for any expense incurred. If Adkins fails to satisfy any of these conditions, any and all certificates issued to him shall be administratively suspended pending Board review and disposition.

2. In accordance with KRS 161.175(3), Adkins shall submit to random drug testing to be administered by a provider approved by the Board and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Adkins. If Adkins fails to satisfy any of these conditions, any and all certificates issued to him shall be administratively suspended pending Board review and disposition.
3. Adkins shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) involving alcohol and/or drugs. If Adkins is convicted of, or enters a guilty or no contest plea, to any criminal charge involving alcohol and/or drugs, he shall submit this information to the Board, in writing, within thirty (30) days. If Adkins fails to satisfy any of these conditions, any and all certificates issued to him shall be administratively suspended pending Board review and disposition.
4. Adkins shall receive no disciplinary action involving the use of alcohol or drugs from any school district in which he is employed. If Adkins fails to satisfy any of these conditions, any and all certificates issued to him 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.

Vote: *Unanimous*

Motion made by Ms. Diane Berry, seconded by Ms. Amber Snell to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 3:34 p.m.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Option 7 Recommendations

Rationale:

At the December 13, 2021 meeting, the Education Professional Standards Board (EPSB) expressed concern regarding the lack of measures of efficacy in the *Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute*. A taskforce was convened to review the guidelines and recommend measures of efficacy for review by the EPSB.

Applicable Statute or 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: Staff convened a taskforce of twenty stakeholders representing institutions of higher education, educational cooperatives and school districts. The taskforce met on Thursday, January 20th and Friday, January 28th, to discuss the Option 7 alternative route to certification and measures of efficacy to be addressed in the applications to provide an Option 7 institute. The taskforce was presented with an overview of the Option 7 route and reviewed the current

Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute and the statutory requirements for the route. The taskforce also reviewed standards from the Council for the Accreditation of Educator Preparation on program impact and quality assurance system and continuous improvement.

The taskforce recommended that the EPSB make the following revisions to the *Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute*:

- Recommend that applicants who are not currently accredited by the EPSB demonstrate partnerships with Institutions of Higher Education accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.”
- List specific data points the application is expected to address including retention in the field, fill rate percentage and satisfaction surveys.
- Require the application to identify how the provider in collaboration with the employing district will provide supports for struggling/unsuccessful candidates throughout the program.
- Define high-quality clinical partnerships by stating “The clinical experience shall be a collaborative effort between the provider and the employing district. High-quality clinical experiences shall include supervised work with students and quality collaboration with mentors and colleagues.”
- Require that the mentorship shall be based on the needs of the candidate and may address planning, modeling and guidance as it relates to the Kentucky Framework for Teaching. This shall be a collaborative effort between the provider and the employing school district.
- Require applications to identify how instruction on technology is integrated into the program.

In addition to the guidelines, the taskforce also recommended that the EPSB adopt a continuous review process for approved Option 7 programs and that the EPSB receive annual outcome data regarding all programs of preparation. If the EPSB agrees with these recommendations, staff will bring a draft regulation before the EPSB that incorporates the guidelines and includes a continuous review process for Option 7 programs. Staff will also begin working on an annual report that will be presented to the EPSB at the start of each school year.

A copy of the recommendations and the revised guidelines are included for EPSB review.

Budget Impact: There will be some costs associated with staff time for drafting the regulation and developing and publishing the report.

Contact Person:

Byron Darnall, Associate Commissioner
Office of Educator Licensure and Effectiveness
(502) 564-4606
Email: byron.darnall@education.ky.gov

Taskforce Recommendations

During the January 28th meeting, the taskforce discussed recommending the following revisions to the *Guidelines for Submitting an Application to Provide an Alternative Route to Certification Institute*:

- Under Who May Submit an Application
 - The Guidelines currently state, “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.”
 - The taskforce recommends changing to “Applicants who are not currently accredited by the EPSB are **recommended** to demonstrate partnerships with Institutions of Higher Education (IHEs) accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education.”
- Under Quality Assurance of institute’s effectiveness and continuous improvement
 - The Guidelines currently state, “i. identifies what data is collected and when”
 - The taskforce discussed listing specific data points the application is expected to address. The taskforce recommends, adding the following language “Data points shall include retention in the field, fill rate percentage and satisfaction surveys.”
 - The taskforce also discussed that if a program is already established, then it would be required to submit this data. If it’s a new program, then in the application, it would be required to provide a plan for collecting this data.
- Under Quality Assurance of candidates
 - The taskforce recommends adding the following bullet:
 - “Identify how the provider in collaboration with the employing district will provide supports for struggling/unsuccessful candidates throughout the program.”
- Under Curriculum, Mentoring and Assessments
 - The Guidelines currently state, “c. Provide consistent and high-quality clinical experiences.”
 - The taskforce discussed defining high-quality clinical experience, and recommends adding the following language:
 - The clinical experience shall be a collaborative effort between the provider and the employing district. High-quality clinical experiences shall include supervised work with students and quality collaboration with mentors and colleagues.
 - The Guidelines currently state, “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.”
 - The taskforce discussed further defining mentorship and recommends adding the following:

- The mentorship shall be based on the needs of the candidate and may address planning, modeling and guidance as it relates to the Kentucky Framework for Teaching. This shall be a collaborative effort between the provider and the employing school district.
- The taskforce also discussed requiring the application to identify how technology is integrated into the program and recommends adding the following bullet:
 - Identify how instruction on technology is integrated into the program.

In addition to the recommendations for the Guidelines, the taskforce discussed two other recommendations for the EPSB to consider:

- The taskforce recommends that the EPSB adopt a continuous review process for approved Option 7 programs.
- The taskforce also recommends that the EPSB receive annual outcome data regarding all programs of preparation.

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~~ **recommended** 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. **Data points shall include retention in the field, fill rate percentage and satisfaction surveys.**
 - 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
 - vi. **Identify how the provider in collaboration with the employing district will provide supports for struggling/unsuccessful candidates throughout the program**
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. **Identify how instruction on technology is integrated into the program**
 - d. Provide consistent and high-quality clinical experiences. **The clinical experience shall be a collaborative effort between the provider and the employing district. High-quality clinical experiences shall include supervised work with students and quality collaboration with mentors and colleagues.**
 - e. 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
 - i. **The mentorship shall be based on the needs of the candidate and may address planning, modeling and guidance as it relates to the Kentucky Framework for Teaching. This shall be a collaborative effort between the provider and the employing school district.**

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- e.f. Align to the Kentucky Teacher Standards in 16 KAR 1:010 and the Professional Code of Ethics for Kentucky Certified School Personnel
 - f.g. Establish effective educational partnerships (i.e., among State Education Agencies, Local Educational Agencies, and IHEs)
 - g.h. Include a Memorandum of Agreement or Understanding demonstrating the agreement between the partners involved in the Option 7 program
 - h.i. 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?

Margaret Hockensmith, Program Consultant
Division of Educator Preparation and Certification
Office of Educator Licensure and Effectiveness
Kentucky Department of Education
300 Sower Complex, 5th Floor
Frankfort, Kentucky 40601
(502) 564-4606 ext. 2156
margaret.hockensmith@education.ky.gov

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

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

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the amendment to 16 KAR 3:080 to align with current certification practices and update citations.

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.

Action Question:

Should the EPSB approve the amendment to 16 KAR 3:080?

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:

Cassie Trueblood, Counsel and Policy Advisor
Office of Educator Licensure and Effectiveness
(502) 564-4606

Email: cassie.trueblood@education.ky.gov

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

Action Item:

Alice Lloyd College: Accreditation of the Educator Preparation Provider and Approval of Programs

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant continuing EPSB state accreditation to the EPP and approve the initial preparation programs at Alice Lloyd College?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: An EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on April 18-20, 2021. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by the state.

Under EPSB guidelines, the site visitors make recommendations on Areas for Improvement (AFI) and the status on standards met or not met. Also, the site team reviews AFIs from the previous accreditation visit

SITE TEAM RECOMMENDATIONS:

EPSB AFIs from previous visit: The site visitors recommended removal of four (4) previous EPSB AFIs based on the NCATE Standards. They were all incorporated into the review of the current CAEP standard 2.

Previous AFI #1: The unit does not provide a systematic method for monitoring and assessing field placements and experiences.

Previous AFI #2: Field experiences and clinical practice do not include sufficient opportunities to work with P-12 students from diverse populations.

Previous AFI #3: Candidates have limited/no opportunity to interact with diverse candidates.

Previous AFI #4: The unit does not ensure that all candidates have field experiences with P-12 students from diverse racial/ethnic groups.

CAEP STANDARD 1 CONTENT & PEDAGOGICAL KNOWLEDGE:

AFI #1: The EPP provided minimal evidence to show that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. (Component 1.5)

Rationale: While the EPP illustrated that candidates model and apply technology standards as they design and implement learning experiences, the EPP provided limited evidence to show that candidates model and apply technology standards as they assess learning experiences, thus limiting the enrichment of professional practice.

CAEP STANDARD 2 CLINICAL PARTNERSHIPS AND PRACTICE:

AFI #2: The EPP provided minimal evidence that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. (Component 2.1)

Rationale: In this area for improvement, the key is “co-construction and mutually beneficial”. All practicum experiences should be developed systematically in conjunction with district partners. Interviews during the site visit indicate while some conjunction/conversations with community P-12 partners are occurring, a formal process of co-construction is not in place.

AFI #3: The EPP provided minimal evidence that providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for The EPP indicated that informal conversations with principals are used to select clinical educators, and that data from these settings are not systematically used to selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings. (Component 2.2)

Rationale: The EPP indicated that informal conversations with principals are used to select clinical educators, and that data from these settings are not systematically used to improve programs or processes over time. MOUs that exist are not fully implemented. Interviews during the site visit indicate some informal communications with community P-12 partners in the effective placement of candidates.

AFI #4: The EPP provided minimal evidence of a comprehensive, systematic process for evaluation and improvement of clinical programs. (Component 2.3)

Rationale: The EPP does not have a comprehensive, systematic process for evaluation and improvement of clinical programs. It cannot ensure “positive impact of the learning and development of all P-12 students”. The EPP indicated it “has not reviewed” the results of clinical practices and reports. No formal data-driven clinical improvement plan is evident - only informal conversations.

AFI #5: The EPP provided inconsistent evidence of candidates’ clinical experiences with racial and ethnic populations and ELL students. (Component 2.3)

Rationale: During the site visit, documentation was presented that indicated diversity in placements was ensured. However, interviews seemed to indicate that racial, ethnic and ELL placements were difficult to accommodate based on geographical area.

CAEP STANDARD 4 PROGRAM IMPACT:

AFI #6: The EPP does not adequately demonstrate completers satisfaction with the relevance and effectiveness of their preparation. (4.4)

Rationale: Though the EPP was able to share the results of the fall 2020 administration of the Alumni Survey, this was the only analysis provided; therefore, three sequential cycles of completers satisfaction data have not been systematically collected, analyzed, and used for program improvement.

STIPULATION #1: The EPP does not demonstrate completers effectively apply professional knowledge, skills, and dispositions learned in their preparation program. (4.2)

Rationale: Though the EPP has stated intentions to conduct structured observations in completers’ classrooms and to conduct P-12 student voice surveys, these actions have not been initiated and data have not been collected, analyzed, and used for program improvement.

STIPULATION #2: The EPP does not demonstrate employer satisfaction with completers’ preparation for assigned responsibilities. (4.3)

Rationale: Though the EPP states it has created a new Employer Questionnaire, the questionnaire has not been administered; therefore, three sequential cycles of employer satisfaction data have not been systematically collected, analyzed, and used for program improvement.

CAEP STANDARD 5 PROVIDER QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT:

AFI #7: The EPPs QAS has been non-functional since their last accreditation visit. It was not used regularly and formally to compile, maintain, or provide access and analyses of data. (Component 5.1)

Rationale: EPP confirmed in the addendum and through onsite interviews that their QAS has been non-functional since their last accreditation visit.

AFI #8: The EPP lacked data and analysis of completer impact that are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. (Component 5.4)

Rationale: Though the EPP has stated intentions to conduct structured observations in completers' classrooms and to conduct student surveys, these actions have not been initiated and data have not been collected, analyzed, and used for program improvement.

STIPULATION #3: The EPP does not demonstrate the use of a QAS that relies on current, relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent (Component 5.2)

Rationale: EPP confirmed in the addendum and through onsite interviews that the EPP's QAS has been non-functional since their last accreditation visit. While candidate data are systematically collected, most of the EPP-created instruments used did not include information that demonstrates sufficiency criteria (e.g., current, relevant, verifiable, representative cumulative, actionable, valid, consistent).

STIPULATION #4: The EPP does not demonstrate that it regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion and uses results to improve program elements and processes (Component 5.3)

Rationale: EPP confirmed in the addendum and through onsite interviews that their QAS has been non-functional since their last accreditation visit. Insufficient evidence was presented that demonstrates that the EPP systematically uses data for program improvement.

STIPULATION #5: The EPP lacked data and analysis that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence. (Component 5.5)

Rationale: EPP confirmed in the addendum and through onsite interviews that their QA has been non-functional since their last accreditation visit. Other than informal meetings with partners, the EPP did not demonstrate how data is shared with stakeholders, and how they are involved in program evaluation and improvement.

The Site Visitors also recommend the following for Standards Met or Not Met:

- Standard 1: Met with AFI(s)
- Standard 2: Met with AFI(s)
- Standard 3: Met
- Standard 4: Not Met
- Standard 5: Not Met

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On June 15, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC recommended the following revisions:

CAEP STANDARD 1 CONTENT & PEDAGOGICAL KNOWLEDGE:

- Remove the one AFI for 1.5
Rationale: the EPP did demonstrate that the EPP candidates model and apply technology standards as they design and implement learning experiences.

CAEP STANDARD 2 CLINICAL PARTNERSHIPS AND PRACTICE:

- Reword the rationale for the retained AFI for 2.1 because the rationale in the site visit report did not accurately reflect the issue of concern.
Revised Rationale: "The site visit team determined the MOU's are not fully implemented"
- Removed AFI 2.2
Rationale: The Site Visit Report indicates that the co-selection of clinical educators involves conversations with partnering principals to determine the best placement for candidates. The lack of MOUs is addressed in AFI 2.1.
- Removed AFI 2.3a
Rationale: The Stipulation in Standard 5 addressed the EPPs lack of data in improving the EPPs clinical experiences.
- Removed AFI 2.3b
Rationale: In the SVR, the team indicated that during the site visit documentation was presented that diversity in clinical experiences was ensured.

CAEP STANDARD 4 PROGRAM IMPACT:

No changes to the Site Visit Report findings.

CAEP STANDARD 5 PROVIDER QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT:

No changes to the Site Visit Report findings.

The AAC recommended the following for Standards Met or Not Met:

Standard 1: Met

Standard 2: Met with AFI(s)

Standard 3: Met

Standard 4: Met
Standard 5: Not Met

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Alice Lloyd College submitted their programs and received written notification of the results of the program review in a letter dated March 8, 2021.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation with Conditions with a 6-month follow-up report, and (2) Approval of the initial level educator preparation programs at Alice Lloyd College.

The EPP may choose to opt for a two-year follow-up visit that focuses on the Not Met standard as opposed to the six-month report.

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

Groups Consulted and Brief Summary of Responses:

Content Area Program Reviewers
Program Review Committee
EPSB Site Visitors
AAC

The AAC found that standards 1-4 were met and that Standard 5 was not met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation with Conditions with a 6-month follow-up report, and (2) Approval of the initial level educator preparation programs at Alice Lloyd College.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Boyce College at the Southern Theological Seminary: Accreditation of the Educator Preparation Provider and Approval of Program

Staff's Recommendation:

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

Rationale:

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

Action Question:

Should the EPSB grant first time CAEP/EPSB state accreditation to the EPP and approve the initial preparation program at Boyce College?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 5:010

History/Background:

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

Summary: A joint CAEP/EPSB Site Visitors team conducted the virtual site visit evaluation of the EPP on March 21-23, 2021. Typically, an in-person site visit, this visit was virtual based on COVID-19 restrictions established by CAEP and the state.

Under CAEP guidelines, the site visitors make recommendations on Areas for Improvement (AFIs) and do not recommend status on standards met or not met.

SITE TEAM RECOMMENDATIONS:

CAEP AFIs from site visit: The site visitors recommended two (2) AFIs.

- 1). **STANDARD 3: Candidate Quality, Recruitment, and Selectivity**

The EPP has limited evidence of systematic input on the review and revision of the institution's recruitment plan to ensure quality diverse candidates are entering education at the rate stated (component 3.1).

Rationale: The EPP has developed a recruitment plan that includes a goal of increased enrollment of 5% in 5 years - 1% per year. The EPP plans to meet the established goal and provide diverse quality teachers to meet the needs of the community but does not have specific activities they intend to undertake to meet the stated goals.

2). STANDARD 5: Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of stakeholder involvement in program evaluation and improvement (Component 5.5).

Rationale: The EPP has identified focus groups but the team was unable to corroborate that these were systematic in their scheduling structure to ensure these groups will continue. The EPP has abundant data on individual candidate surveys by stakeholders, but data was not provided on systematic program evaluation and improvement.

CAEP ACCREDITATION COUNCIL RECOMMENDATION:

The CAEP Accreditation Council made the accreditation decision and found all standards were met by the EPP at Boyce College. The CAEP Accreditation Council removed the AFI in Standard 3 and retained one (1) AFI in Standard 5.

1). STANDARD 5: Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of stakeholder involvement in program evaluation and improvement. (component 5.5)

Rationale: There was minimal evidence provided of stakeholder involvement in the systematic program evaluation and improvement process

ACCREDITATION AUDIT COMMITTEE RECOMMENDATIONS:

On December 8, 2021, the AAC met and reviewed the accreditation materials including the Institutional Self-Study Report, the Formative Feedback Report, the Addendum, the On-Site Report, the Report Rejoinder, and the Team Chair's Response to the Rejoinder. The AAC agreed with the finding of the CAEP Accreditation Council that all standards were met. The AAC agreed with the CAEP Accreditation Council to recommend one (1) Area for Improvement.

16 KAR 5:010 requires EPPs to submit each of its program review documents for review prior to its on-site accreditation visit. Boyce College submitted their program and received written notification of the results of the program review in a letter dated July 20, 2020.

Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial educator preparation program at Boyce College.

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

Groups Consulted and Brief Summary of Responses:

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

The AAC agreed with the finding of the CAEP Accreditation Council that all standards were met. Pursuant to 16 KAR 5:010, Section 19, the AAC recommends: (1) Accreditation and (2) Approval of the initial educator preparation program at Boyce College.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Association for Advancing Quality in Educator Preparation Partnership Agreement

Staff's Recommendation:

The Education Professional Standards Board (EPSB) should approve the Partnership Agreement with the Association for Advancing Quality in Educator Preparation (AAQEP)

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.

Action Question:

Should the EPSB approve the state Partnership Agreement with AAQEP?

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, became effective February 1, 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 now be able to seek national accreditation from AAQEP to meet the requirements of 16 KAR 5:010. 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 related to:

- 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

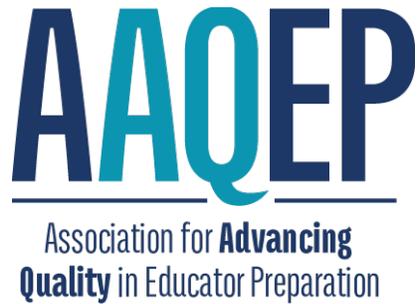
- Communication and Logistics of Collaboration
- AAQEP Capacity Review and Formative Support
- Membership

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 dues reflected in the Partnership Agreement.

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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

Waiver:

16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment

Action Question:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's (WKU) request to waive the admission assessment recency requirement of five years?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 5:020

History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 3 of the regulation states that "A passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission for five (5) years from the assessment administration date."

Summary: Dr. Corrine Murphy, Dean of the College of Education & Behavioral Sciences at WKU has submitted a waiver request on behalf of a candidate for admission. WKU requests a waiver of Section 3 of 16 KAR 5:020 for this candidate as it relates to his expired ACT exam composite score. According to Dr. Murphy, the candidate is a strong student who has a cumulative grade point average of 3.61 and is applying to the initial undergraduate Music Education certification program. She indicated that the candidate took the ACT on September 1, 2016 and his overall composite was a score of 27. However, this ACT score was approximately four months past the five-year recency requirement when the candidate sought admission to the program. Dr. Murphy states that the financial burden for students who are seeking teaching licensure can be substantial and retaking would be an unnecessary expense for this student. WKU is requesting a waiver of the five-year recency requirement to admit the candidate to the program based on his previous ACT score.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

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History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 3 of the regulation states that "A passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission for five (5) years from the assessment administration date."

Summary: Dr. Corrine Murphy, Dean of the College of Education & Behavioral Sciences at WKU has submitted a waiver request on behalf of a candidate for admission. WKU requests a waiver of Section 3 of 16 KAR 5:020 for the candidate as it relates to his expired ACT English exam score taken on March 1, 2016. Dr. Murphy indicated that the candidate is a strong student with a cumulative grade point average of 2.91 and is applying to the initial undergraduate Physical Education and Health Education certification programs. The candidate has passed the Praxis Core Academic Skills for Educators (CASE) in Reading and Math within the five-year requirement. The new amended regulation allowing a combination of both ACT and CASE, would allow the candidate to use his ACT English score of 18. However, the ACT English score was approximately ten months past the five-year recency requirement when the candidate sought admission to the program. Dr. Murphy states that the financial burden for students who are seeking teaching licensure can be substantial and retaking would be an unnecessary expense for this student. WKU is requesting a waiver of the five-year recency requirement to admit the candidate to the program using his previous ACT score.

Budget Impact: There is no budgetary impact.

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STAFF NOTE

Waiver:

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Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 5:020

History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 3 of the regulation states that "A passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission for five (5) years from the assessment administration date."

Summary: Dr. Corrine Murphy, Dean of the College of Education & Behavioral Sciences at WKU has submitted a waiver request on behalf of a candidate for admission. WKU requests a waiver of Section 3 of 16 KAR 5:020 for the candidate as it relates to his expired ACT Math and ACT English exam scores taken on March 1, 2016. Dr. Murphy indicated that the candidate is a strong student with a cumulative grade point average of 2.94, and he is applying to the initial undergraduate Music Education certification program. The candidate has passed the Praxis Core Academic Skills for Educators (CASE) in Reading within the five-year requirement. The new amended regulation allowing a combination of both ACT and CASE, would allow the candidate to use his ACT Math score of 24 and his ACT English score of 18. However, the English and Math ACT scores were approximately ten months past the five-year recency requirement when the candidate sought admission to the program. Dr. Murphy states that the financial burden for students who are seeking teaching licensure can be substantial and retaking would be an unnecessary expense for this student. WKU is requesting a waiver of the five-year recency requirement to admit the candidate to the program using his previous ACT scores.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 5:020

History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 3 of the regulation states that "A passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission for five (5) years from the assessment administration date."

Summary: Dr. Corrine Murphy, Dean of the College of Education & Behavioral Sciences at WKU has submitted a waiver request on behalf of a candidate for admission. WKU requests a waiver of Section 3 of 16 KAR 5:020 for the candidate as it relates to his expired ACT Math exam score taken on March 1, 2016. Dr. Murphy indicated that the candidate is a strong student with a cumulative grade point average of 3.46 and is applying to the initial undergraduate Elementary and Special Education certification programs. The candidate has passed the Praxis Core Academic Skills for Educators (CASE) in Reading and Writing within the five-year requirement. The new amended regulation allowing a combination of both ACT and CASE, would allow the candidate to use his ACT Math score of 21. However, the ACT Math score was approximately ten months past the five-year recency requirement when the candidate sought admission to the program. Dr. Murphy states that the financial burden for students who are seeking teaching licensure can be substantial and retaking would be an unnecessary expense for this student. WKU is requesting a waiver of the five-year recency requirement to admit the candidate to the program using his previous ACT score.

Budget Impact: There is no budgetary impact.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:020. Request to Waive Five Year Recency Requirement for Admission Assessment

Action Question:

Should the Education Professional Standards Board (EPSB) approve Western Kentucky University's (WKU) request to waive the admission assessment recency requirement of five years?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 5:020

History/Background:

Existing Policy: 16 KAR 5:020 establishes the standards for admission to an educator preparation program that is required for certification. Section 3 of the regulation states that "A passing score on an assessment established at the time of admission shall be valid for the purpose of applying for admission for five (5) years from the assessment administration date."

Summary: Dr. Corrine Murphy, Dean of the College of Education & Behavioral Sciences at WKU has submitted a waiver request on behalf of a candidate for admission. WKU requests a waiver of Section 3 of 16 KAR 5:020 for the candidate as it relates to his expired ACT English exam score taken on June 1, 2016. Dr. Murphy indicated that the candidate is a strong student with a cumulative grade point average of 3.55 and is applying to the initial undergraduate Physical Education and Health Education certification programs. The candidate has already passed the Praxis Core Academic Skills for Educators (CASE) in Reading and Math within the five-year requirement. The new amended regulation allowing a combination of both ACT and CASE would allow the candidate to use his ACT English score of 21. However, the ACT English score was approximately seven months past the five-year recency requirement when the candidate sought admission to the program. Dr. Murphy states that the financial burden for students who are seeking teaching licensure can be substantial and retaking would be an unnecessary expense for this student. WKU is requesting a waiver of the five-year recency requirement to admit the candidate to the program using his previous ACT score.

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 Amanda Robinette

Action Question:

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

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 music education student Amanda Robinette is currently assigned to a high school music teacher for one of the 8-week student teaching placements in the Spring 2022 semester. The elementary music teachers in the district are not available due to hosting students from other institutions, or do not meet the minimum qualifications for hosting student teachers. For these reasons, having exhausted all possibilities, Morehead State University is requesting that Ms. Robinette complete her seventy-day student teaching assignment in the middle and high school setting.

Budget Impact: There is no budgetary impact.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 5:040. Alternative Student Teaching Placement Request for Jake Rodriguez

Action Question:

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

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 music education student Jake Rodriguez has been placed with a middle school music teacher for one of the 8-week student teaching placements in the Spring 2022 semester. However, the elementary music teachers in the district have chosen not to accept student teachers. For this reason, having exhausted all possibilities in the district, Morehead State University is requesting a waiver for Mr. Rodriguez to complete his 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 5:040. Alternative Student Teaching Placement Request for Jimmie Hafley

Action Question:

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

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 music education student Jimmie Hafley is currently assigned to a high school music teacher for one of the 8-week student teaching placements in the Spring 2022 semester. The elementary music teachers in the district are not available due to hosting students from other institutions, or do not meet the minimum qualifications for hosting student teachers. For these reasons, having exhausted all possibilities, Morehead State University is requesting a waiver for Mr. Hafley to complete his 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 5:040. Alternative Student Teaching Placement Request for Luke Conley

Action Question:

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

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 music education student Luke Conley has been placed with a high school music teacher for one of the 8-week student teaching placements in the Spring 2022 semester. However, the elementary music teachers in the district are not available due to hosting students from other institutions, or do not meet the minimum qualifications for hosting student teachers. For these reasons, having exhausted all possibilities, Morehead State University is requesting a waiver for Mr. Conley to complete his 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 5:040. Alternative Student Teaching Placement Request for Tracy Back

Action Question:

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

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 Moderate and Severe Disabilities (MSD) education student Tracy Back has been placed with an elementary school MSD teacher for one of the 8-week student teaching placements in the Spring 2022 semester. However, the middle and high school MSD teachers in the district are not available due to hosting students from other institutions. Due to the shortage of MSD teachers, and having exhausted all possibilities, Morehead State University is requesting this waiver for Ms. Back to complete her seventy-day student teaching assignment in the elementary setting.

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 Cooperating Teacher Eligibility Requirements for Nicholas Ayers

Action Question:

Should the Education Professional Standards Board (EPSB) approve the request from Georgetown College to waive the cooperating teacher eligibility requirements for Nicholas Ayers?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.042, 16 KAR 5:040

History/Background:

Existing Policy: 16 KAR 5:040, Section 1 (1)(b), requires a cooperating teacher to have at least three years of teaching experience as a certified educator.

Summary: Georgetown College has requested that one of their student teachers be placed in Nicholas Ayres' classroom in the Spring of 2022. At that time, Mr. Ayers will have completed two- and one-half years of the required three years of teaching experience as a certified educator. Mr. Ayers is certified in the area of Learning and Behavior Disorders (LBD) and teaches at the middle school level. According to the letter of support, Mr. Ayres has proven to be an exceptional teacher and demonstrates the qualifications that Georgetown College requires for their student teachers. He was strongly recommended by his principal after stepping in and serving successfully as a mentor teacher in the Fall of 2021 on short notice. The originally assigned mentor teacher suffered an injury and Mr. Ayers stepped in allowing the student teacher to successfully complete her placement. Mr. Ayers will be working with a university supervisor who is a retired LBD teacher with many years of experience serving as a clinical educator for Georgetown College. Based upon the recommendation by the principal, the limited number of available certified LBD teachers at the middle school, and the successful fall experience gained by Mr. Ayers, Georgetown College asks the EPSB to allow Mr. Ayers to serve as a cooperating teacher for the Spring 2022 semester.

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 Point Average Requirement for Issuance of Kentucky Certification

Action Question:

Should the Education Professional Standards Board (EPSB) approve the out-of-state applicant's request to waive the grade point average (GPA) requirement for issuance of Kentucky certification?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:010

History/Background:

Existing Policy: 16 KAR 2:010 Section 3 (2)(a) requires applicants for Kentucky certification to have a bachelor's degree or higher with a 2.75 cumulative GPA or a 3.0 on the last 30 semester hours completed (on a 4.0 scale).

Summary: The applicant is an out-of-state trained teacher from Texas who completed a state-approved alternative certification program in 2010. He is in his 12th year of teaching, and 4th year with his current school district. The applicant's cumulative GPA on his bachelor's degree was 2.67 which is .08 below Kentucky's current requirement of 2.75; however, in 2010 when the applicant completed his alternative certification program, 16 KAR 2:010 required a bachelor's degree or higher with a 2.5 cumulative GPA. The applicant's current superintendent from Texas provided a letter of support. The applicant wants to have his Kentucky certification in place to apply for positions for the 2022-2023 school year in advance of his pending relocation. He is asking the EPSB to grant this request and issue his Kentucky teaching certificate.

Budget Impact: There is no budgetary impact.

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