

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
Kentucky Department of Education
300 Sower Boulevard, Frankfort, KY 40601**

Tuesday, December 17, 2024

EPSB Waiver Committee

8:30 AM ET – Conference Room 516

EPSB Regular Meeting Agenda

9:00 AM ET – 1st Floor Training Room C

Call to Order

Roll Call

Report of the Commissioner

- A. Report from the Education and Labor Cabinet
- B. Report from the Council on Postsecondary Education
- C. Report from the Office of Educator Licensure and Effectiveness
- D. Other Updates

Open Speak

Report of the Chair

- A. Recognition of EPSB Member
- B. Upcoming Chair and Vice Chair Election

Approval of Consent Items

- A. Approval of December 2, 2024, EPSB Meeting Minutes
- B. Option 9 Application, Elizabethtown Independent Schools and Campbellsville University (Dr. Melissa Diebel)
- C. Option 9 Application, Cumberland County Schools and University of the Cumberlands (Dr. Diebel)

- D. Option 9 Application, Russellville Independent Schools and University of the Cumberlands (Dr. Diebel)
- E. Option 9 Application, Washington County Schools and University of the Cumberlands (Dr. Diebel)
- F. Northern Kentucky University Program Approval: Learning and Behavior Disorders and Multiple Severe Disabilities (Ms. Kim Arington)
- G. University of Louisville Program Approval: Engineering Technology Education (Ms. Arington)
- H. University of Pikeville Program Approval: Integrated Music Education (Ms. Arington)

Information/Discussion Item

- A. Update from the Educational Testing Service (Mr. Davis)

Action Items

- A. Early Literacy and Numeracy Assessments (Dr. Diebel)
- B. Numeracy Rubric (Dr. Diebel)
- C. EPSB Goals and Legislative Priorities (Ms. Cassie Trueblood)

Waivers

- A. 16 KAR 2:020. Request to Waive Renewal Requirements for Provisional Occupation-Based Career and Technical Education Certificate for Ingram Warren (Ms. Sharon Salsman)
- B. 16 KAR 2:120. Request to Waive Emergency Certificate Requirements for Warren County Schools (Ms. Salsman)
- C. 16 KAR 6:010. Request to Allow Previous Special Education Praxis II Exam to meet the Requirements for Issuance of the Learning and Behavior Disorders Certificate for Mary Telek (Ms. Salsman)

Alternative Route to Certification Applications

- A. Christy Otten, Physical Education, All Grades (Ms. Salsman)
- B. Thomas Temple, Business and Marketing Education, Grades 5-12 (Ms. Salsman)

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 Meeting:

January 6, 2025

The actions delineated below were taken in open session of the EPSB at the December 2nd, 2024, virtual 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 Justin Mitchell called the meeting to order at 4:05 p.m. ET. Chair Mitchell read the EPSB Mission Statement.

Roll Call

The following Board members were present during the December 2, 2024, EPSB meeting: Diane Berry, Scottie Collier, Amanda Ellis, CJ Fryer, Priscilla Keller, Jacqueline Mayfield, Lori McKeehan, Corinne Murphy, Meridith Pittman, Susan Rieber, Lisa Rudzinski, Vice-Chair Amber Snell, and Chair Justin Mitchell.

Consent Item

**Approval of November 11, 2024, EPSB Meeting Minutes
2024-333**

Motion made by Captain Lisa Rudzinski seconded by Vice-Chair Snell to approve the November 11th meeting minutes.

Vote: Unanimous

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

Vote: *Unanimous*

Motion made by Ms. Jacqueline Mayfield seconded by Vice-Chair 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, Scottie Collier, Amanda Ellis, CJ Fryer, Priscilla Keller, Jacqueline Mayfield, Lori McKeehan, Corinne Murphy, Meridith Pittman, Susan Rieber, Lisa Rudzinski, Vice-Chair Amber Snell, and Chair Justin Mitchell.

Attorneys present were Cody Hollan, Norah Softic, Cassie Trueblood, Phillip West and Thomas Wall.

Initial Case Review

Case Number

1. 2456373 James Green
2. 2456371 Tonya Hughes
3. 2456380 Katelin Pence
4. 2456383 Angela Duvall
5. 2456372 James Strong
6. 2456376 Chad Carroll
7. 2456381 Michael Spohn
8. 2456350 Codey Baskett
9. 2456323 Christopher Engstrand
10. 2456379 Tamara Mouser
11. 2456348 Jamilyn Clemons
12. 2456351 Katie Burton
13. 2456369 Martha Brennan
14. 2456377 Michael Miller
15. 2456375 Rebecca Boyd
16. 2456378 Kevin Moore
17. 2456352 Vincent Castellano
18. 2456182
19. 2455841
20. 2455773
21. 2455999
22. 2456215
23. 2455960
24. 2455833

Decision

- No Further Action
- Defer for Training
- No Further Action
- Further Investigation
- Further Investigation
- Further Investigation
- Further Investigation
- No Further Action
- Further Investigation
- Further Investigation
- Further Investigation
- No Further Action
- No Further Action
- No Further Action
- Further Investigation
- Further Investigation
- Dismiss w/Prejudice
- Dismiss w/Prejudice
- Dismiss w/Prejudice
- Dismiss w/Prejudice
- Dismiss w/Prejudice
- Dismiss w/Prejudice
- Initiate Hearing
- Initiate Hearing

Character/Fitness Review

Case Number

1. 2456492
2. 2456486
3. 2456437
4. 2456497
5. 2456499
6. 2456503
1. 2456451
2. 2456472
3. 2456482
4. 2456489
5. 2456490
6. 2456483
7. 2456494
8. 2456495

Decision

- Approve
- Approve
- Approve
- Approve w/Conditions
- Approve
- Approve
- Deny
- Approve
- Approve
- Deny
- Approve
- Approve
- Deny
- Deny

- | | |
|-------------|---------|
| 9. 2456496 | Approve |
| 10. 2456471 | Approve |
| 11. 2456500 | Approve |
| 12. 2456520 | Approve |

Agreed Orders

Case Number

1. 2355288 Steven Zuege

Decision

Accept Agreed Order Stating:

- a. Zuege is hereby reprimanded for using unprofessional and disrespectful communication when dealing with students. The Board warns Zuege to exercise better discretion and establish better professional boundaries in the future and will tolerate no further misconduct by Zuege.
- b. On or before December 20th, 2024, Zuege shall submit written proof to the Board that he has completed the following Board-approved professional development trainings or courses:
 - 1) Any training under the heading of “Classroom Management” on the attached pre-approved Board training list (Attachment A).

Any cost for said trainings shall be paid for by Zuege. Failure to submit written proof of completion on or before the deadline will result in Certificate Number 200103614 being administratively suspended until such time as the Board receives the written proof of completion.

- c. Zuege has already submitted proof of subsequent trainings on the topics of “Prevention of Child Abuse and Neglect,” “Cybersecurity Overview Training,” “Harassment and Discrimination Training,” and “Youth Suicide Awareness, Prevention, and Postvention Training” that the Board has reviewed and accepted.
- d. Certificate Number 200103614 shall be subject to the following conditions for a period of two (2) years:
 - 1) Zuege shall have no further disciplinary action from any school

district in the Commonwealth of Kentucky.

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

If Zuege fails to satisfy this condition, Certificate Number 200103614 shall be administratively suspended pending Board review and disposition.

- e. Zuege 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*

2. 2455800 Michael Spears

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate Number 200401435 is permanently revoked. Spears shall neither apply for, nor be issued, a teaching, administrative and/or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

3. 2456049 Jonathan Kessler

Accept Agreed Order stating certificate number 200704679 is hereby voluntarily surrendered. Kessler shall neither apply for, nor be issued, any teaching, emergency and/or administrative certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

4. 2456289 Meagan Larson

Accept Agreed Order stating Larson voluntarily, knowingly, and intelligently surrenders Certificate Number 201286993, and 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. Larson shall immediately surrender the original and all copies of her certificate by personal delivery or by first-class

mail, to the Education Professional Standards Board, 300 Sower Blvd. 5th Floor, Frankfort, Kentucky, 40601.

Vote: *Unanimous*

5. 2456211 Hayden McConnell

Accept Agreed Order stating McConnell voluntarily, knowingly, and intelligently surrenders Certificate Number 201187707, 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, McConnell 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*

6. 2456157 Barbara Goodman

Accept Agreed Order stating Certificate Number 66476 shall be suspended for thirty (30) days from December 16, 2024 through January 14, 2025. Goodman shall not be actively employed in a certified position during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Goodman acknowledges it is her responsibility to consult with her employer to determine any consequences to salary or employment benefits as a result of this agreement.

Prior to reinstatement, Goodman shall submit written proof to the Board that she has completed the following trainings or courses on the attached pre-approved Board training list (Attachment A):

1. A course under the “Classroom Management” heading;
2. Two (2) courses under the “Educator Ethics” heading; and
3. A course under the “Communication” heading.

Any cost for said trainings shall be paid for by Goodman. If Goodman fails to satisfy any portion of this condition, Certificate Number 66476 shall not be reinstated until such condition is satisfied.

Upon reinstatement, Certificate Number 66476, and any future endorsements or new areas of certification, shall be subject to the following probationary condition for two (2) years:

1. During the probationary period, Goodman shall not receive any disciplinary action 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, including any appeal therefrom. Resigning in lieu of termination shall also be a violation of this condition. Should Goodman fail to satisfy this condition, Certificate Number 66476 shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Goodman 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*

7. 2456180 John New

Accept Agreed Order stating Certificate Number 200101128 shall be suspended for sixty (60) days from June 1, 2025 through July 30, 2025. New shall not be actively employed in a certified position during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. New acknowledges it is his responsibility to consult with his

employer to determine any consequences to salary or employment benefits as a result of this agreement.

Prior to reinstatement, New shall submit written proof to the Board that he has completed the following trainings or courses on the attached pre-approved Board training list (Attachment A):

1. A course under the “Classroom Management” heading;
2. A course under the “Educator Ethics” heading;
3. A course under the “Communication” heading;

Any cost for said trainings shall be paid for by New. If New fails to satisfy any portion of this condition, Certificate Number 200101128 shall not be reinstated until New satisfies the condition.

Upon acceptance of this agreement by the Board, Certificate Number 200101128, and any future endorsements or new areas of certification, shall be subject to the following probationary condition for five (5) years:

1. During the probationary period, New shall not receive any disciplinary action 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, including any appeal therefrom. Resigning in lieu of termination shall also be a violation of this condition. Should New fail to satisfy this condition, Certificate Number 200101128 shall be automatically suspended for a period of six (6) months and subject to additional sanctions by the Board pursuant to KRS 161.120.

New 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*

8. 2355169 Jeffrey Robbins

Accept Agreed Order stating Certificate Number 201110831 is hereby retroactively suspended for a period of thirty (30) days, from June 15, 2024 to July 14, 2024. Robbins shall not be actively employed in a certified position during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Robbins acknowledges it is his responsibility to consult with his employer to determine any consequences to salary or employment benefits as a result of this Agreed Order.

Prior to May 1, 2025 Robbins shall comply with the following conditions:

1. Robbins shall provide written proof to the Board, from a physician licensed by the Kentucky Medical Board of Licensure (KMBL) and approved by the Board, that he has undergone a comprehensive fit for duty evaluation and is fit to return to the classroom, presents as capable of performing his duties as an educator, is not a danger to himself or others, and is compliant with all treatment recommendations. The fit for duty evaluation shall occur within the sixty (60) days prior to Robbins submission of the evaluation to the Board. Robbins shall pay any expense incurred. If Robbins fails to satisfy this condition, Certificate Number 201110831 shall be administratively suspended until such condition is satisfied.
2. Robbins shall provide written proof to the Board that he has complied with a comprehensive alcohol/substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board, and has successfully completed all treatment recommendations

proposed by the counselor. Robbins shall pay any expense incurred. If Robbins fails to satisfy this condition, Certificate Number 201110831 shall be administratively suspended until such condition is satisfied.

Finally, upon acceptance of this agreement by the Board, Certificate Number 201110831 shall be subject to the following conditions for a period of five (5) years:

1. If the fit for duty evaluation results in recommendations, Robbins shall submit written progress reports from the KMBL licensed physician on January 1st and July 1st of every year of the probation, indicating he is compliant with all treatment recommendations, until he is released from treatment. If Robbins fails to satisfy any of these conditions, Certificate Number 201110831 shall be administratively suspended until such conditions are satisfied. If Robbins is released from treatment, he shall cause the provider to inform EPSB in writing that he has been successful in completing any recommended treatment.
2. If the substance abuse assessment results in recommendations, Robbins shall submit written progress reports from the Kentucky licensed or certified chemical dependency counselor on January 1st and July 1st of every year of the probation, indicating he is compliant with all treatment recommendations, until he is released from treatment. If Robbins fails to satisfy any of these conditions, Certificate Number 201110831 shall be administratively suspended until such conditions are satisfied. If Robbins is released from treatment, he shall cause the provider to inform EPSB in writing that he has been successful in completing any recommended treatment.
3. Robbins agrees to waive any confidentiality right, either state or federal, to the extent required to allow any evaluator or provider to share that he is involved in recommended treatment and that he is compliant with

treatment. Robbins will specifically waive any confidentiality to allow any evaluator to inform EPSB if he becomes non-compliant with recommended treatment. If such a waiver is not completed with any treatment provider then Certificate Number 201110831 shall be administratively suspended until such conditions are satisfied.

Robbins 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*

9. 2455721 Kevin Conley

Accept Agreed Order stating Conley voluntarily, knowingly, and intelligently surrenders Certificate Number 64642, and agrees to not apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

10. 2355569 Tamara Estep

Accept Agreed Order stating Estep is hereby reprimanded for neglect of duty. The Board reminds Estep that she has a duty to create a productive learning environment for students and a failure to do so is a violation of the Professional Code of Ethics for Kentucky School Certified Personnel.

Prior to April 1, 2025, Estep shall submit written proof to the Board that she has completed two (2) courses under the "Educator Ethics" heading on the attached pre-approved Board training list (Attachment A). Any cost for said trainings shall be paid for by Estep. Failure to submit written proof of completion prior to April 1, 2025, will result in Certificate Number 200135837 being administratively suspended until such time as Estep provides the written proof.

Upon acceptance of this agreement by the Board, Certificate Number 200135837, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for five (5) years:

1. If a school district in the Commonwealth of Kentucky reports to the EPSB that the district substantiated that Estep neglected her duties by failing to maintain a clean and productive learning environment, had chronic absences, or failed to submit requested paperwork in a timely manner, then Certificate Number 200135837 shall be automatically administratively suspended until Estep undergoes a fit for duty assessment by a Board approved, Kentucky licensed mental health professional, and submits written proof to the Board that she has been found fit to perform her duties as an educator. Estep shall provide a copy of the complaint information, this Agreed Order, and her job duties to the mental health professional. Any expense required for said assessment and follow-up shall be paid for by Estep.
2. During the probationary period, Estep shall not receive any disciplinary action 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, including any appeal therefrom. Resigning in lieu of termination shall also be a violation of this condition. Should Estep fail to satisfy this condition, Certificate Number 200135837 shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Estep 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*

11. 2456259 Lavar Herron

Accept Agreed Order stating:

- a. Upon acceptance of this agreement by the Board, Herron shall be issued a Kentucky teaching

certificate upon providing written proof to the Board that he has completed the following conditions:

- 1) Any training under the heading of “Educator Ethics” on the attached pre-approved Board training list (Attachment A).
- 2) The specific training “Honesty at Work” on the attached pre-approved Board training list (Attachment A).
- 3) A Batterer Intervention Prevention (BIP) course by a provider certified by ZeroV (not on pre-approved list).
- 4) Proof that Herron has been assessed by a licensed therapist or other qualified mental health professional within the past five (5) years and is currently in compliance with the provider’s treatment recommendations. Herron shall submit written proof to the Board that he has engaged in counseling since January 1st, 2019 with a licensed or certified physician or other qualified mental health professional and remains compliant with the recommendations of the provider (or that he has been released from treatment). At the Board’s request, Herron shall sign a release of information with the evaluating physician(s) or other qualified mental health professional referred to herein, allowing the Board to review his evaluation and treatment records.

Herron shall pay any expense required to satisfy these conditions. Herron shall not be issued a certificate until such conditions are satisfied.

- b. Any and all certificates issued to Herron shall be subject to the following permanent probation conditions:

- 1) Herron shall not be convicted of nor enter a guilty or no contest plea to any

criminal charge(s) other than “minor traffic violations.” A violation is not considered a “minor traffic violation” if it is an offense for which jail time may be imposed. If Herron is convicted of, or enters a guilty or no contest plea, to any criminal charge other than minor traffic violations, he shall submit this information to the Board, in writing, within thirty (30) days. If Herron fails to satisfy this condition, any and all certificates issued to him shall be automatically permanently revoked.

- 2) Herron shall submit an official copy of his current criminal record, as prepared by the Administrative Office of the Courts, with any application for renewal of his certification(s) and/or for additional certification(s). Herron shall pay any expense incurred. If Herron fails to satisfy this condition, any application submitted on his behalf for certification renewal and/or an additional certificate shall be denied.
- 3) Herron shall not receive any disciplinary action from any school district in the Commonwealth of Kentucky.

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

If Herron fails to satisfy this condition, any and all certificates issued to him shall be automatically suspended for thirty (30) days and be subject to additional sanctions by the Board pursuant to KRS 161.120.

4) On or before October 15th of each year until the end of the probation, Herron shall provide written proof to the Board, from the same licensed or certified physician, or other qualified mental health professional, as approved by the Board, that he remains complaint with the recommendations of the provider (or that he has been released from treatment). Any expense required for this condition shall be paid for by Herron. At the Board's request, Herron shall sign a release of information with the evaluating physician(s) referred to herein, allowing the Board to review her evaluation and treatment records. If Herron fails to satisfy this condition, any certificate issued to Herron shall be administratively suspended pending review and disposition by the Board.

c. Herron is aware that should he violate KRS 161.120 at any time, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

12. 220115 Donald Mobelini

Accept Agreed Order stating upon acceptance of this agreement by the Board, Professional Certificate For Instructional Leadership--Supervisor Of Instruction, Grades K-12; Level II; Professional Certificate For Director Of Special Education; Endorsement For Secondary School Principal, Grades 7-12; and Endorsement For Director Of Pupil Personnel for Certificate Number 12079 are hereby voluntarily surrendered. Mobelini shall not apply for nor be issued any administrative or leadership certificate at any time in the future.

Mobelini is currently not working in the education profession and has no immediate plans to return to the profession. If Mobelini does return to a certified position in the future, he shall fulfill the following conditions:

1. Mobelini shall notify the Board in writing of his intent to return to certified employment, at least ten (10) days prior to returning to a certified position. If Mobelini fails to satisfy this condition, Certificate Number 12079 shall be suspended for ten (10) days.
2. Within sixty (60) days of returning to certified employment, Mobelini shall provide written proof to the Board that he has completed a training under the heading of “Educator Ethics” on the attached pre-approved Board training list (Attachment A). Mobelini shall pay any expense incurred. If Mobelini fails to satisfy this condition, Certificate Number 12079 shall be administratively suspended until such condition is satisfied.
3. Within sixty (60) days of returning to certified employment, Mobelini shall provide written proof to the Board that he has completed a training under the heading of “Appropriate Boundaries” on the attached pre-approved Board training list (Attachment A). Mobelini shall pay any expense incurred. If Mobelini fails to satisfy this condition, Certificate Number 12079 shall be administratively suspended until such condition is satisfied.
4. Within sixty (60) days of returning to certified employment, Mobelini shall provide written proof to the Board that he has completed a training under the heading of “Classroom Management” on the attached pre-approved Board training list (Attachment A). Mobelini shall pay any expense incurred. If Mobelini fails to satisfy this condition, Certificate Number 12079 shall be administratively suspended until such condition is satisfied.
5. Within sixty (60) days of returning to certified employment, Mobelini shall provide written proof to the Board that he has completed “Restorative Practices” training on the attached pre-approved Board training list (Attachment A). Mobelini shall pay any

expense incurred. If Mobelini fails to satisfy this condition, Certificate Number 12079 shall be administratively suspended until such condition is satisfied.

Finally, upon returning to certified employment, Certificate Number 12079 shall be subject to the following condition for a period of ten (10) years:

1. Mobelini shall not receive any disciplinary action from any school district in which he is employed. If Mobelini fails to satisfy this condition, Certificate Number 12079 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.

Mobelini 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*

13. 2355576 Leslie Rich

Accept Agreed Order stating:

- a. Upon acceptance of this agreement by the Board, Certificate Number 200301148 is retroactively suspended from July 1st, 2022 to September 30th, 2022. Rich shall not have been actively employed in certified employment during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Rich acknowledges it is her responsibility to consult with her employer to determine any consequences to salary or employment benefits as a result of this Agreed Order.

- b. Rich is working outside of K-12 schools and is not currently employed in a certified position, but currently holds a valid certificate. Rich shall notify the Board in writing of her intent to return to certified employment, at least ten (10) calendar days prior to returning to a certified position. The notification shall include the district, school, and start date of Rich's employment. If Rich fails to satisfy this condition, Certificate Number 200301148 shall be suspended for an additional period of ten (10) days.
- c. The Board hereby reprimands Rich for her conduct. Being under the influence of intoxicating substances at a school event not only sets a bad example for students, but also presents a safety risk should a certified individual need to respond to an emergency situation. Furthermore, a B.A.C. of approximately 0.12 correlates with a significant impairment of motor skills, inhibitions, and appropriate judgment that could put at risk the teacher's personal safety and the reputation of both the school district and the teaching profession. The Board will tolerate no further misconduct from Rich.
- d. Within thirty (30) days of returning to a certified position, Rich shall submit written proof to the Board that she has completed the following Board-approved professional development trainings:
 - 1) Any training under the heading of "Educator Ethics" on the attached pre-approved Board training list (Attachment A).
 - 2) A minimum of two (2) hours of training on the importance of honesty.

Any cost for said trainings shall be paid for by Rich. Failure to submit written proof of completion on or before the deadline will result in Certificate Number 200301148 being administratively suspended until such time as the Board receives the written proof of completion.

- e. Within thirty (30) days of returning to a certified position, Rich shall provide written proof to the Board that she has completed a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and is compliant with any treatment recommendations. The assessment shall have occurred within sixty (60) days prior to Respondent's submission of the assessment to the Board. Rich shall pay any expense incurred. If Rich fails to satisfy any portion of this condition, Certificate Number 200301148 shall be administratively suspended until such condition is satisfied.

- f. Upon receipt of the notification that Rich is returning to a certified position, Certificate Number 200301148 shall be subject to the following conditions for a period of three (3) years:
 - 1) If the comprehensive substance abuse assessment recommends ongoing treatment, Rich shall provide biannual written progress reports from a consistent counselor, before or on each April 1st and October 1st, from her counselor, until she is released from treatment. At the Board's request, Rich shall sign a release of information with the evaluating provider(s) referred to herein, allowing the Board to review her evaluation and treatment records. Rich shall pay any expense incurred. If Rich fails to satisfy this condition, Certificate Number 200301148 shall be administratively suspended until such condition is satisfied.
 - 2) Rich shall have no criminal convictions, in any jurisdiction, involving the use and/or possession of alcohol or any controlled substance. If Rich is convicted of, or enters a guilty or no contest plea, to any criminal charge involving the use and/or possession of alcohol or any

controlled substance, she shall submit this information to the Board, in writing, within thirty (30) days. If Rich fails to satisfy this condition, Certificate Number 200301148 shall be administratively suspended pending Board review and disposition.

- 3) Rich shall have no further disciplinary action from any school district in the Commonwealth of Kentucky.

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

If Rich fails to satisfy this condition, Certificate Number 200301148 shall be administratively suspended pending Board review and disposition.

- g. Rich 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*

14. 2456046 Heather Howlett

Accept Agreed Order stating Certificate Number 201207462 shall be suspended for sixty (60) days from December 2, 2024 through January 30, 2025. Howlett shall not be actively employed in a certified position during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Howlett acknowledges it is her responsibility to consult with her employer to determine any consequences to salary or employment benefits as a result of this agreement.

Prior to reinstatement, Howlett shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed or certified chemical dependency counselor, as approved by the Board and submit written proof to the Board. The assessment shall occur within the thirty (30) days prior to Respondent's submission of the assessment to the Board. Any expense required for said assessment and follow-up shall be paid for by Howlett. If Howlett fails to satisfy any portion of this condition, Certificate Number 201207462 shall not be reinstated until such condition is satisfied.

Prior to reinstatement, Howlett shall submit written proof to the Board from a licensed/certified psychologist or psychiatrist, as approved by the Board, that she has complied with a comprehensive mental health evaluation and is mentally fit to return to the classroom, presents as capable of performing her duties as an educator, is not a danger to herself or others, and is compliant with all treatment recommendations. Howlett shall pay any expense incurred. If Howlett fails to satisfy any portion of this condition, Certificate Number 201207462 shall not be reinstated until such condition is satisfied.

Prior to reinstatement, Howlett shall submit written proof to the Board that she has completed the following trainings or courses on the attached pre-approved Board training list (Attachment A):

1. A course under the "Educator Ethics" heading;
2. A course under the "Communication" heading;
3. A course under the "Special Populations" heading; and
4. "Time Management."

Any cost for said trainings shall be paid for by Howlett. If Howlett fails to satisfy any portion of this condition, Certificate Number 201207462 shall not be reinstated until such condition is satisfied.

Upon reinstatement, Certificate Number 201207462, and any future endorsements or new areas of certification, shall

be subject to the following probationary conditions for five (5) years:

1. During the probationary period, Howlett shall not receive any disciplinary action 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, including any appeal therefrom. Resigning in lieu of termination shall also be a violation of this condition. Should Howlett fail to satisfy this condition, Certificate Number 201207462 shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.
2. If Howlett's comprehensive alcohol/substance abuse assessment recommends any treatment, Howlett shall submit written progress reports from a consistent licensed counselor on July 1st of each year of her probation, certifying that she is compliant with all treatment recommendations, until such time as the counselor releases her from treatment. If Howlett chooses to change licensed counselors prior to completing the counselor's recommendations, she shall undergo a new comprehensive alcohol/substance abuse assessment to ensure she is compliant with all recommendations of the new counselor to ensure fulfillment of her probation requirements. Failure to do so shall result in an administrative suspension until such condition is satisfied.
3. If the fit for duty evaluation results in recommendations, Howlett shall submit written progress reports from the licensed/certified psychologist or psychiatrist, as approved by the Board, on July 1st of every year of the probation, indicating she is compliant with all treatment recommendations, until she is released from

treatment. If Howlett fails to satisfy any of these conditions, Certificate Number 201207462 shall be administratively suspended until such conditions are satisfied.

Howlett 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*

15. 2456373 James Green

Accept Agreed Order stating prior to February 1, 2025, Green shall provide written proof to the Board that he has completed a training under the heading of “Educator Ethics” on the attached pre-approved Board training list (Attachment A). Green shall pay any expense incurred. If Green fails to satisfy this condition, Certificate Number 199801145 shall be administratively suspended until such condition is satisfied.

Green 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*

16. 2456377 Michael Miller

Accept Agreed Order stating upon acceptance of this agreement by the Board, Miller voluntarily, knowingly, and intelligently surrenders Certificate Number 201130964, and agrees to not apply for, nor be issued, a teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future.

Vote: *Unanimous*

17. 2456350 Codey Baskett

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate Number 200703610 is retroactively suspended beginning June 1, 2024 to August 1, 2024, a period of sixty (60) days. Baskett shall not be actively employed in certified employment during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services

rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Baskett acknowledges it is his responsibility to consult with his employer to determine any consequences to salary or employment benefits as a result of this Agreed Order.

Further, Certificate Number 200703610 shall be subject to the following permanent probation:

During the probationary period, Baskett shall not receive any disciplinary action 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 200703610 being automatically suspended for a period of six (6) months and subject to additional sanctions by the Board pursuant to KRS 161.120.

Baskett 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*

18. 2456351 Katie Burton

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate Number 201157146 is suspended beginning June 1, 2024 to August 1, 2024, a period of sixty (60) days. Burton shall not be actively employed in a certified employment during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Burton acknowledges it is her responsibility to consult with her employer to determine any consequences to salary or employment benefits as a result of this Agreed Order.

Prior to May 1, 2025, Burton shall submit written proof to the Board that she has completed a training under the

heading of “Educator Ethics” on the attached pre-approved Board training list (Attachment A). Burton shall pay any expense incurred. If Burton fails to satisfy this condition, any and all certificates issued to her shall be administratively suspended until such condition is satisfied.

Finally, any and all certificates issued to Burton shall be subject to the following permanent conditions:

1. Burton shall not handle school or student funds in any capacity. If Burton fails to satisfy this condition, any and all certificates issued to her shall be automatically suspended for six (6) months and subject to additional sanctions by the Board pursuant to KRS 161.120.
2. By January 1 and June 1 of each year of her employment in a certified role, Burton shall submit a letter to the Board from her supervisor confirming that she did not handle school or student funds in any capacity during the school year. If Burton fails to satisfy this condition, any and all certificates issued to her shall be administratively suspended until such condition is fulfilled.
3. Burton shall not receive any disciplinary action from any school district in which she is employed. If Burton fails to satisfy this condition, any and all certificates issued to her shall be automatically suspended for six (6) months and subject to additional sanctions by the Board pursuant to KRS 161.120.

“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.

Burton 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*

19. 2456380 Katelin Pence

Accept Agreed Order stating upon acceptance of this agreement by the Board, Pence voluntarily, knowingly, and intelligently surrenders Certificate Number 201243701, 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, Pence 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*

20. 2456369 Martha Brennan

Accept Agreed Order stating upon acceptance of this agreement by the Board, Certificate Number 200380048 is retroactively suspended from April 1, 2024 through April 5, 2024, a period of five (5) days. Brennan shall not be actively employed in a certified position during the suspension period. Pursuant to KRS 161.020(1)(a): No person shall be eligible to hold the position of superintendent, principal, teacher, supervisor, director of pupil personnel, or other public-school position for which certificates may be issued, or receive salary for services rendered in the position, unless he or she holds a certificate of legal qualifications for the position, issued by the Education Professional Standards Board. Brennan acknowledges it is her responsibility to consult with her employer to determine any consequences to salary or employment benefits as a result of this Agreed Order.

Brennan plans on retiring in Spring of 2025. Prior to returning to certified employment, Brennan shall notify the Board in writing of her intent to return to certified employment, at least ten (10) days prior to returning to a certified position. If Brennan fails to satisfy this condition, Certificate Number 200380048 shall be administratively suspended for ten (10) days.

Within sixty (60) days of returning to certified employment, Brennan shall provide written proof to the Board that she has completed a training under the heading of “Diversity/Cultural Sensitivity” on the attached pre-

approved Board training list (Attachment A). Brennan shall pay any expense incurred. If Brennan fails to satisfy this condition, Certificate Number 200380048 shall be administratively suspended until such condition is satisfied.

Further, upon returning to certified employment, Certificate Number 200380048 shall be subject to the following probationary condition for a period of two (2) years:

1. Brennan shall not receive any disciplinary action from any school district she is employed. If Brennan fails to satisfy this condition, Certificate Number 200380048 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.

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

Vote: *Unanimous*

Motion made by Ms. Lori McKeehan seconded by Ms. Susan Rieber, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:48 p.m. ET.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Option 9 Application, Elizabethtown Independent Schools and Campbellsville University

Staff Recommendation:

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

Rationale:

Elizabethtown Independent Schools and Campbellsville University have submitted an Option 9 application that meets the requirements of KRS 161.048 and 16 KAR 9:110. Campbellsville University holds accreditation from the Council for the Accreditation of Educator Preparation and their educator preparation programs have been approved by the EPSB.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, 16 KAR 9:110

History/Background:

Existing Policy: KRS 161.048(10) establishes the Option 9 alternative route to certification. This route provides for the expedited certification of a person to teach at any grade level through a cooperative program between a college or university and a school district. The expedited certification program will result in a bachelor's degree and initial certification within three school years. The candidate is not certified while completing the route but shall complete a residency/paraprofessional component and receive coaching and mentoring from experienced teachers. 16 KAR 9:110 establishes the standards and procedures for Option 9 and contains sections covering providers, residency, field experience, student teaching, application review, continuance of program approval, revocation for cause, reconsideration, data reports, and professional certificates.

Summary: Elizabethtown Independent Schools has partnered with Campbellsville University to develop a proposed Option 9 program. In accordance with Section 5 of the regulation, staff has reviewed the application and found that it meets the requirements of KRS 161.048 and 16 KAR 9:110. A copy of the application is included in the Board Meeting Materials tab for EPSB review. As part of the proposal, each party has agreed to take on the following:

Elizabethtown Independent Schools will:

- Offer the Option 9 programs exclusively to classified employees who work in the district.
- Ensure candidates complete the same 200 field experience hours that traditional candidates complete within the first two years of residency.
- Maintain electronic records of field experiences that confirm that all residents have fulfilled the field experience requirements and share these records with the Campbellsville University School of Education.

- Require admitted candidates to sign the Professional Code of Ethics and act in an ethical manner.
- Provide training on the Professional Code of Ethics.
- Employ candidates either part time or full time for three years in a classified position.
- Employ the candidate full time in the area of certification sought during the third year of residency.
- Ensure an Elizabethtown Independent Schools cooperative teacher and Campbellsville University supervisor will follow the EPSB approved Campbellsville University protocols for observing and evaluating student teachers including a minimum of four observations.
- Maintain electronic records that confirm that all third-year residents meet the student teaching requirements and share them with the Campbellsville University School of Education.
- Continue the partnership until the candidates currently in the program complete the program or are no longer employed by Elizabethtown Independent Schools.

Campbellsville University will:

- Ensure that candidates complete the EPSB approved LBD, IECE, or P-5 Elementary Education Program for Campbellsville University. Candidates who successfully complete the program and pass the licensure exams will earn a bachelor's degree and certification.
- Offer all 120 credit hours of coursework online.
- Require candidates to complete the same 200 field experience hours that traditional candidates complete within the first two years of residency.
- Require Admitted candidates to sign the Professional Code of Ethics
- Provide candidates training on the Professional Code of Ethics.
- Ensure that during the year-long residency, an Elizabethtown Independent Schools cooperative teacher and Campbellsville University supervisor will follow the EPSB approved Campbellsville University protocols for observing and evaluating student teachers including a minimum of four observations.
- Ensure that the program does not negatively impact the accreditation of the Campbellsville University School of Education.

In accordance with 16 KAR 9:110, Section 5, initial program approval will be for a period of three years. After that time, the providers may apply for continuing program approval and provide evidence of program quality.

Budget Impact: There will be costs associated with the oversight of this route.

Contact Person:

Dr. Melissa Diebel, Academic Program Manager
 Division of Educator Preparation and Certification
 Office of Educator Licensure and Effectiveness
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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Option 9 Application, Cumberland County Schools and University of the Cumberlands

Staff Recommendation:

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

Rationale:

Cumberland County Schools and University of the Cumberlands have submitted an Option 9 application that meets the requirements of KRS 161.048 and 16 KAR 9:110. University of the Cumberlands holds accreditation from the Council for the Accreditation of Educator Preparation and their educator preparation programs have been approved by the EPSB.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, 16 KAR 9:110

History/Background:

Existing Policy: KRS 161.048(10) establishes the Option 9 alternative route to certification. This route provides for the expedited certification of a person to teach at any grade level through a cooperative program between a college or university and a school district. The expedited certification program will result in a bachelor's degree and initial certification within three school years. The candidate is not certified while completing the route but shall complete a residency/paraprofessional component and receive coaching and mentoring from experienced teachers. 16 KAR 9:110 establishes the standards and procedures for Option 9 and contains sections covering providers, residency, field experience, student teaching, application review, continuance of program approval, revocation for cause, reconsideration, data reports, and professional certificates.

Summary: Cumberland County Schools has partnered with the University of the Cumberlands to develop a proposed Option 9 program. In accordance with Section 5 of the regulation, staff has reviewed the application and found that it meets the requirements of KRS 161.048 and 16 KAR 9:110. A copy of the application is included in the Board Meeting Materials tab for EPSB review. As part of the proposal, each party has agreed to take on the following:

Cumberland County Schools will:

- Employ the participant in a residency or paraprofessional program within the school district for the duration of the program as long as the participant is making successful progress in the Option 9 program.
- Utilize experienced teachers employed by the district to provide coaching and mentoring to the participant.
- Ensure at least one mentor is certified in the area in which certification is being sought.

- Require mentor teachers to submit evaluations to the university for each candidate each semester.
- Ensure the availability of funding for each participant for the duration of the candidate's participation in the program as long as the participant is making successful progress in the Option 9 program.
- Ensure candidates have a variety of experiences.
- Ensure at least one-year of employment provides hands-on experience in the area in which certification is being sought.
- Continue this partnership until the district's employed participants for Option 9 certification complete the program or are no longer employed by the district.
- No longer accept new candidates to the program if the district decides to end the partnership.

University of the Cumberlands will:

- Ensure that the completion of coursework and field experience will result in a bachelor's degree and initial certification.
- Ensure that courses are sequenced and offered to allow for a three-year program completion.
- Ensure that candidates document 200 hours of field experience and the eight categories of field experiences through electronic records.
- Ensure that all educator program admissions regulations are followed and documented.
- Accept work experience in place of student teaching; and
- Assign a university supervisor to work with the participant during the third year of the program.

In accordance with 16 KAR 9:110, Section 5, initial program approval will be for a period of three years. After that time, the providers may apply for continuing program approval and provide evidence of program quality.

Budget Impact: There will be costs associated with the oversight of this route.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Option 9 Application, Russellville Independent Schools and University of the Cumberland

Staff Recommendation:

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

Rationale:

Russellville Independent Schools and University of the Cumberland have submitted an Option 9 application that meets the requirements of KRS 161.048 and 16 KAR 9:110. University of the Cumberland holds accreditation from the Council for the Accreditation of Educator Preparation and their educator preparation programs have been approved by the EPSB.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, 16 KAR 9:110

History/Background:

Existing Policy: KRS 161.048(10) establishes the Option 9 alternative route to certification. This route provides for the expedited certification of a person to teach at any grade level through a cooperative program between a college or university and a school district. The expedited certification program will result in a bachelor's degree and initial certification within three school years. The candidate is not certified while completing the route but shall complete a residency/paraprofessional component and receive coaching and mentoring from experienced teachers. 16 KAR 9:110 establishes the standards and procedures for Option 9 and contains sections covering providers, residency, field experience, student teaching, application review, continuance of program approval, revocation for cause, reconsideration, data reports, and professional certificates.

Summary: Russellville Independent Schools has partnered with the University of the Cumberland to develop a proposed Option 9 program. In accordance with Section 5 of the regulation, staff has reviewed the application and found that it meets the requirements of KRS 161.048 and 16 KAR 9:110. A copy of the application is included in the Board Meeting Materials tab for EPSB review. As part of the proposal, each party has agreed to take on the following:

Russellville Independent Schools will:

- Employ the participant in a residency or paraprofessional program within the school district for the duration of the program as long as the participant is making successful progress in the Option 9 program.
- Utilize experienced teachers employed by the district to provide coaching and mentoring to the participant.
- Ensure at least one mentor is certified in the area in which certification is being sought.

- Require mentor teachers to submit evaluations to the university for each candidate each semester.
- Ensure the availability of funding for each participant for the duration of the candidate's participation in the program as long as the participant is making successful progress in the Option 9 program.
- Ensure candidates have a variety of experiences.
- Ensure at least one-year of employment provides hands-on experience in the area in which certification is being sought.
- Continue this partnership until the district's employed participants for Option 9 certification complete the program or are no longer employed by the district.
- No longer accept new candidates to the program if the district decides to end the partnership.

University of the Cumberlands will:

- Ensure that the completion of coursework and field experience will result in a bachelor's degree and initial certification.
- Ensure that courses are sequenced and offered to allow for a three-year program completion.
- Ensure that candidates document 200 hours of field experience and the eight categories of field experiences through electronic records.
- Ensure that all educator program admissions regulations are followed and documented.
- Accept work experience in place of student teaching; and
- Assign a university supervisor to work with the participant during the third year of the program.

In accordance with 16 KAR 9:110, Section 5, initial program approval will be for a period of three years. After that time, the providers may apply for continuing program approval and provide evidence of program quality.

Budget Impact: There will be costs associated with the oversight of this route.

Contact Person:

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Option 9 Application, Washington County Schools and University of the Cumberland

Staff Recommendation:

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

Rationale:

Washington County Schools and University of the Cumberland have submitted an Option 9 application that meets the requirements of KRS 161.048 and 16 KAR 9:110. University of the Cumberland holds accreditation from the Council for the Accreditation of Educator Preparation and their educator preparation programs have been approved by the EPSB.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, 19 KAR 9:110

History/Background:

Existing Policy: KRS 161.048(10) establishes the Option 9 alternative route to certification. This route provides for the expedited certification of a person to teach at any grade level through a cooperative program between a college or university and a school district. The expedited certification program will result in a bachelor's degree and initial certification within three school years. The candidate is not certified while completing the route but shall complete a residency/paraprofessional component and receive coaching and mentoring from experienced teachers. 16 KAR 9:110 establishes the standards and procedures for Option 9 and contains sections covering providers, residency, field experience, student teaching, application review, continuance of program approval, revocation for cause, reconsideration, data reports, and professional certificates.

Summary: Washington County Schools has partnered with the University of the Cumberland to develop a proposed Option 9 program. In accordance with Section 5 of the regulation, staff has reviewed the application and found that it meets the requirements of KRS 161.048 and 16 KAR 9:110. A copy of the application is included in the Board Meeting Materials tab for EPSB review. As part of the proposal, each party has agreed to take on the following:

Washington County Schools will:

- Employ the participant in a residency or paraprofessional program within the school district for the duration of the program as long as the participant is making successful progress in the Option 9 program.
- Utilize experienced teachers employed by the district to provide coaching and mentoring to the participant.
- Ensure at least one mentor is certified in the area in which certification is being sought.

- Require mentor teachers to submit evaluations to the university for each candidate each semester.
- Ensure the availability of funding for each participant for the duration of the candidate's participation in the program as long as the participant is making successful progress in the Option 9 program.
- Ensure candidates have a variety of experiences.
- Ensure at least one-year of employment provides hands-on experience in the area in which certification is being sought.
- Continue this partnership until the district's employed participants for Option 9 certification complete the program or are no longer employed by the district.
- No longer accept new candidates to the program if the district decides to end the partnership.

University of the Cumberland will:

- Ensure that the completion of coursework and field experience will result in a bachelor's degree and initial certification.
- Ensure that courses are sequenced and offered to allow for a three-year program completion.
- Ensure that candidates document 200 hours of field experience and the eight categories of field experiences through electronic records.
- Ensure that all educator program admissions regulations are followed and documented.
- Accept work experience in place of student teaching; and
- Assign a university supervisor to work with the participant during the third year of the program.

In accordance with 16 KAR 9:110, Section 5, initial program approval will be for a period of three years. After that time, the providers may apply for continuing program approval and provide evidence of program quality.

Budget Impact: There will be costs associated with the oversight of this route.

Contact Person:

Dr. Melissa Diebel, Academic Program Manager
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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

Northern Kentucky University Program Approval: Learning and Behavior Disorders and Moderate to Severe Disabilities

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve Northern Kentucky University's Learning and Behavior Disorders and Moderate to Severe Disabilities program as recommended by the Program Review Committee.

Rationale:

The submitted programs have demonstrated compliance with the EPSB regulations for admission and standards alignment requirements. The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010; 16 KAR 2:010) outlining program requirements for program approval as established by the EPSB. The programs have completed the review process and received a recommendation for approval from the Program Review Committee

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:010, 16 KAR 5:020, 16 KAR 2:010, 16 KAR 9:080.

Action Question:

Should the EPSB approve the Learning and Behavior Disorders and Moderate to Severe Disabilities programs submitted by Northern Kentucky University?

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs for Educator Preparation Providers. The Educator Preparation Branch and the Program Review Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. The program proposal meets all the requirements set forth by the EPSB.

Summary: Northern Kentucky University is requesting to add traditional and alternative route programs for the Master of Arts in Teaching, Learning and Behavior Disorders initial graduate, Master's Rank II program, and Master of Arts in Teaching, Moderate to Severe Disabilities initial graduate, Master's Rank II program in order to address the shortage of teachers for students with Learning and Behavior Disorders and Moderate to Severe Disabilities in Kentucky. The university currently has approved initial undergraduate, initial graduate, and advanced Masters Rank I and Rank II Learning and Behavior Disorders and Moderate to Severe Disabilities programs. Given the current shortage of special educators in Kentucky, it is important to have additional options for individuals to obtain master's degrees that will lead to advanced preparation and rank changes as well as those that will provide initial certifications in special education at the graduate level. The approval of the new Master of Arts in Teaching program for Learning and Behavior Disorders and

Moderate to Severe Disabilities programs will increase the university's ability to serve the needs of individuals seeking a special education master's and initial teacher certification and increase the number of certified teachers available for employment in the schools.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff from the Office of Educator Licensure and Effectiveness and the Program Review Committee have reviewed this program proposal and determined that the program meets the requirements for approval. The program has completed the review process and received a recommendation for approval from the Program Review Committee per 16 KAR 5:010, Section 22.

Contact Person:

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Office of Educator Licensure and Effectiveness
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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

University of Louisville Program Approval: Engineering Technology Education

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the University of Louisville's Engineering Technology Education program as recommended by the Program Review Committee.

Rationale:

The submitted programs have demonstrated compliance with the EPSB regulations for admission and standards alignment requirements. The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010; 16 KAR 2:010) outlining program requirements for program approval as established by the EPSB. The programs have completed the review process and received a recommendation for approval from the Program Review Committee

Applicable Statutes and Regulation:

KRS 161.028, KRS 161.030, 16 KAR 5:010, 16 KAR 5:020, 16 KAR 2:010.

Action Question:

Should the EPSB approve the Engineering Technology Education program submitted by the University of Louisville?

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs for Educator Preparation Providers. The Educator Preparation Branch and the Program Review Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. The program proposal meets all the requirements set forth by the EPSB.

Summary: The University of Louisville is seeking approval for an initial undergraduate preparation program for Engineering and Technology Education. There has been an increased demand for grades 5-12 Engineering and Technology Education teachers over the past ten years and the lack of certified teachers has caused school districts to fill those teaching vacancies with existing math and science teachers who do not have the pedagogy or lab experience needed to successfully implement an Engineering Technology Education program. The University of Louisville's Engineering Technology Education program will help fill the talent gap within both 5-12 education and Science, Technology, Engineering and Math (STEM) pipelines.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff from the Office of Educator Licensure and Effectiveness and the Program Review Committee have reviewed this program proposal and determined that the program meets the requirements for approval. The program has completed the review process and received a recommendation for approval from the Program Review Committee per 16 KAR 5:010, Section 22.

Contact Person:

Kim Arington, Program Consultant
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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Consent Item:

University of Pikeville Program Approval: Integrated Music Education

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the University of Pikeville's Integrated Music Education program as recommended by the Program Review Committee.

Rationale:

The submitted programs have demonstrated compliance with the EPSB regulations for admission and standards alignment requirements. The proposed educator preparation programs follow the appropriate regulations (16 KAR 5:010; 16 KAR 2:010) outlining program requirements for program approval as established by the EPSB. The programs have completed the review process and received a recommendation for approval from the Program Review Committee

Applicable Statutes and Regulation:

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

Action Question:

Should the EPSB approve the Integrated Music Education program submitted by the University of Pikeville?

History/Background:

Existing Policy: KRS 161.028 and KRS 161.030 require the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs for Educator Preparation Providers. The Educator Preparation Branch and the Program Review Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. The program proposal meets all the requirements set forth by the EPSB.

Summary: The University of Pikeville is seeking to add an initial undergraduate, baccalaureate program for Integrated Music Education. The university's music department has experienced growth in the Performing Arts in Music program and in the number of students adding a music minor to their degree. Many of those students expressed interest in majoring in Music Education and the university believes the demand is there for an Integrated Music Education program. The addition of this program will expand the University of Pikeville teacher education offerings by combining many of the core music classes from the Performing Arts in Music Degree and teacher education courses from elementary, middle, and secondary education programs.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Staff from the Office of Educator Licensure and Effectiveness and the Program Review Committee have reviewed this program proposal and determined that the program meets the requirements for approval. The program has completed the review process and received a recommendation for approval from the Program Review Committee per 16 KAR 5:010, Section 22.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Information Item:

Update from the Educational Testing Service

Rationale:

To keep the Education Professional Standards Board (EPSB) apprised of developments in certification assessments and facilitate conversations about potential future action.

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 6:010

History/Background:

Existing Policy: KRS 161.028(1)(a) authorizes the EPSB to establish standards and requirements for obtaining and maintaining a teaching certificate. In KRS 161.030(3) the Kentucky General Assembly requires an assessment for all new teachers and teachers seeking additional certification. Specifically, the statute provides:

(a) Certification of all new teachers and teachers seeking additional certification shall require the successful completion of appropriate assessments prior to certification. The assessments shall be selected by the Education Professional Standards Board and shall measure knowledge in the specific teaching field of the applicant, including content of the field and teaching of that content. The Education Professional Standards Board shall determine the minimum acceptable level of achievement on each assessment. The assessments shall measure those concepts, ideas, and facts which are being taught in teacher education programs in Kentucky.

The statute gives the authority to select the assessments and passing score to the EPSB but requires that the assessments measure knowledge in the specific teaching field of the applicant, including content and teaching of that content, and measure those concepts, ideas, and facts which are being taught in teacher education programs in Kentucky. 16 KAR 6:010 establishes the current examination prerequisites for teacher certification as set by the EPSB.

Summary: Staff from the Educational Testing Service (ETS) will be at the meeting to discuss data specific to Kentucky certification assessments as well as alternative approaches. The EPSB will hear an update on the Praxis Performance Assessment for Teachers (PPAT), and the -1 Standard Error of Measure. ETS staff will also provide an overview of the Praxis Elementary Education: Multi-Subjects Test (7001) and the Early Childhood Education: Foundational Knowledge (5533) test which are being recommended by the Early Literacy Cohort and the Early Numeracy Cohort. Finally, staff will introduce the Praxis Bridge, which encourages eligible candidates, who have attempted the Praxis test at least once and scored within a certain threshold, to complete a professional-learning module instead of retaking the entire assessment.

Budget Impact: There is no budgetary impact at this time.

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Praxis Bridge - charting new pathways for aspiring educators

Praxis Bridge has been designed to provide flexibility when placing additional qualified teacher candidates into the classroom. It bolsters the teacher pipeline without compromising the vital content-knowledge skills needed for effective instruction.

HOW PRAXIS BRIDGE CAN HELP YOUR TEACHER CANDIDATES:

This alternative encourages eligible candidates, who have attempted the Praxis test at least once and scored within a certain threshold, to complete a professional-learning module instead of retaking the entire test.



The initial launch will include subtests in the Praxis Elementary Education: Multiple Subjects 5001 series - English Language Arts, Mathematics, Social Studies, and Science - and affords test takers these benefits:

Greater flexibility: a module can be completed at the test taker's convenience within a six-month window. Each module lasts just forty-five minutes.

Dynamic engagement: interactive materials target specific content at the subcategory level rather than mandating a one-size-fits-all solution.

Low cost: a module is \$50 (less than a full test retake).



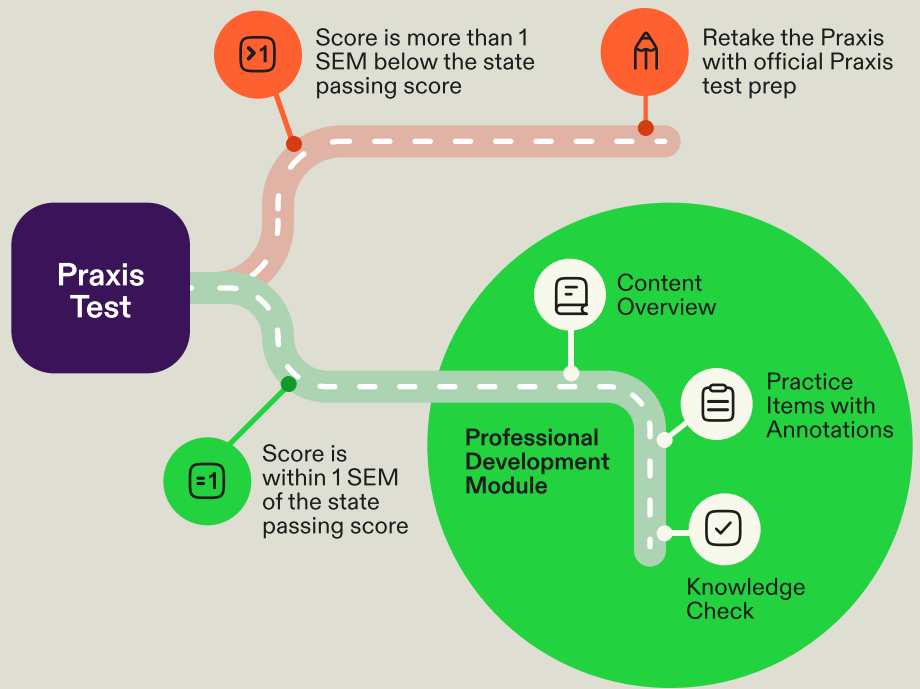
ETS is excited to offer this option to state partners, which is fully aligned with the Praxis assessments they've adopted. We look forward to continued engagement as we roll out these modules for numerous test titles over the coming year.

- Vince Dean, Executive Director, Praxis



HOW PRAXIS BRIDGE WORKS:

Depending on the candidate's Praxis test performance, ETS identifies a professional development module that represents the greatest area of growth. The module provides content overviews and practice items with annotations, all of which help test takers define key concepts and affirm their understanding of the material. Candidates will have to pass a knowledge check and will have unlimited opportunities to answer items correctly.



The ultimate goal: candidates get support on the Praxis-test concepts that challenged them the most. Successful completion results in a Certificate of Completion. The licensing agency can then view this Certificate, in combination with the official Praxis test score, as equivalent to passing the test.

WHAT PRAXIS BRIDGE OFFERS:

A dynamic, low-cost opportunity to meet licensing requirements that helps states more quickly move qualified candidates into the classroom.

Easy access and asynchronous remote learning.

Engaging content linked directly to the Praxis blueprint and based on national standards for the academic discipline.

Scaffolded learning with practice items that provide feedback and analysis.

HOW TO GET STARTED:

Praxis Bridge for Elementary Education launches in February 2025. **Contact your Director of Educational Partnerships** to discuss how the Praxis Bridge can support teacher candidates in your state.



ETS will retire the Praxis Performance Assessment for Teachers (PPAT) as of December 31, 2025.

Prior to PPAT’s retirement, ETS will adhere to all policies as well as dates and deadlines for registrations, submissions, and score reporting published on the PPAT informational website. This includes the PPAT resubmission policy, which will ensure two resubmission opportunities for all Spring 2024 registrants and all current and prospective registrants for Fall 2024 and Spring 2025.

- All **current or prospective registrants for Spring 2024 Resubmission 2** will be able to complete Resubmission 2 as scheduled. [Dates and Deadlines](#) and [Score Reporting dates](#) for Spring 2024 Resubmission 2 remain as published.
- All **current or prospective registrants for PPAT for Fall 2024 or Spring 2025** will be afforded Original Submission as well as Resubmission 1 and Resubmission 2 opportunities. [Dates and Deadlines](#) and [Score Reporting dates](#) for Fall 2024 and Spring 2025 remain as published. Spring 2025 Resubmission 2 dates will be published on the website by September 30, 2024.

Spring 2025 will be the final opportunity for test-takers to register for and complete PPAT. As noted, registrants for Spring 2025 will have until November 2025 to complete Resubmission 2.

A view-by-month schedule for upcoming submissions and the retirement of the assessment is included with this communication. To find specific dates, please refer to the [Dates and Deadlines](#) and [Score Reporting dates](#) published on the PPAT informational website.

We are grateful for your engagement with PPAT and for your commitment to educator preparation and certification. Please reach out with any questions you may have.

ETS Praxis Team

PPAT Submission Schedule (September 2024 – January 2026)																			
Submission Window	Type of Submission	2024				2025												2026	
		Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	
Spring 2024	Resubmission 2	■	■	■															Retired
Fall 2024	Original Submission	■	■	■															
	Resubmission 1				■														
	Resubmission 2					■	■	■											
Spring 2025	Original Submission					■	■	■											
	Resubmission 1									■									
	Resubmission 2													■	■	■			

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Early Literacy and Numeracy Assessments

Staff Recommendation:

The Education Professional Standards Board (EPSB) should accept the recommendations of the Early Literacy Cohort and the Numeracy Cohort to replace the Praxis Elementary Education: Multi-Subjects Test (5001) and the Elementary Reading (5205) with the Elementary Education: Multi-Subjects Test (7001) beginning September 1, 2025. The EPSB should also utilize the multi-state standard setting study's cut score adopting the -1 Standard Error of Measure (SEM) as has been done with all previous Praxis exams.

Additionally, the EPSB should accept the recommendation of the cohorts to replace the Interdisciplinary Early Childhood Education (5023) test with the Early Childhood Education: Foundational Knowledge (5533) for candidates for Interdisciplinary Early Childhood Education. It is recommended that the EPSB allow for a pilot year in the 2025-2026 school year with a "do no harm" year, followed by the use of the multi-state standard setting studies cut score and the -1 SEM beginning September 1, 2026.

Rationale:

EPSB, through legislative action, has been tasked with maintaining a list of approved teacher preparation tests that are determined by the EPSB to be an effective evaluation of reading and numeracy instruction knowledge, skills, and pedagogy. The Education Preparation Program Early Literacy Cohort and Numeracy Cohort expert faculty have researched available assessments and provided a list of recommended assessments that meet the statutory requirements.

Action Question:

Should the EPSB accept the recommendations of the Early Literacy Cohort and the Numeracy Cohort?

Applicable Statute or Regulation:

KRS 161.030, KRS 164.306, KRS 164.3061, 16 KAR 6:010

History/Background:

Existing Policy: The passage of the Read to Succeed Act in 2022, and the Numeracy Counts Act in 2024 placed additional requirements on the EPSB regarding preparation tests for early literacy and numeracy educators. Specifically, the Read to Succeed Act established KRS 164.306 which includes the following:

- (2) By January 1, 2024, the Education Professional Standards Board shall develop and maintain a list of approved teacher preparation tests that are determined by the board to be an effective evaluation of reading instruction knowledge and skills.

(3) Beginning in the 2024-2025 school year, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test that includes an evaluation of reading instruction knowledge and skills.

At the December 2023 EPSB meeting, the EPSB approved the recommendations of the Early Literacy Cohort to retain the Elementary Education: Multi-Subjects Test (5001) and add the Elementary Reading (5205) for applicants for elementary certification. For Interdisciplinary Early Childhood Education, the EPSB approved the recommendation to retain the Interdisciplinary Early Childhood Education (5023) test and monitor a new test created by the Educational Testing Service (ETS).

The Numeracy Counts Act established KRS 164.3061. (3)(a) of that statute requires the EPSB to “Develop and maintain a list of approved teacher preparation assessments that are determined by the board to be an effective evaluation of mathematics instruction, content and practice standards, and skills.”

Summary: The Early Literacy Cohort and the Numeracy Cohort formed by the Office of Educator Licensure and Effectiveness under the High-Quality Instructional Resources (HQIR) work met in August, September, and October 2024 to discuss the certification assessments required for elementary educators. After a complete review of the Praxis 7001 series both groups found the tests to be appropriate to meet legislative requirements for literacy and numeracy. The cohorts recommend replacing the Elementary Education: Multi-Subjects Test (5001) and the Elementary Reading (5205) with the Elementary Education: Multi-Subjects Test (7001). The cohorts also recommend using the multi-state standard setting study’s cut score and adopting the -1 SEM, as has been done with all previous Praxis exams. It is also recommended that the EPSB accept the current testing requirements for the remainder of the 2024-2025 school year, setting September 1, 2025, as the start date for the required change in testing for Elementary Education.

Additionally, a suitable assessment measure for early childhood that addresses the literacy and numeracy legislation and aligns to the grade span of Kentucky’s certificate, birth-K, will be available in August 2025. This assessment is the Early Childhood Education: Foundational Knowledge (5533) test. It is recommended that the EPSB allow for a pilot year for this assessment in the 2025-2026 school year as a “do no harm” year. Beginning September 1, 2026, The EPSB should then use the multi-state standard setting study’s cut score adopting the -1 SEM.

Budget Impact: There will be some cost associated with staff time and resources to replace the existing tests and monitor the pilot of the new Early Childhood Education: Foundational Knowledge (5533) test.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Numeracy Rubric

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the following Mathematics Content and Pedagogy rubrics: Kentucky Mathematics Innovation Tool (KMIT); Kentucky Instructional Practice Guide (Ky IPG); The New Teacher Project (TNTP) Math Observation Protocol; and Mathematics Classroom Observational Protocol for Practices (MCOP2).

Rationale:

The EPSB, through legislative action, has been tasked with developing “an evaluation rubric for observing teacher candidates with focus on mathematics content and pedagogical knowledge” by January 1, 2025. The Education Preparation Program Numeracy Cohort expert faculty have researched several reliable and valid rubrics and have provided a list of recommended rubrics for the EPSB to consider as pilot instruments for the Spring 2025 academic term.

Action Question:

Should the EPSB accept the recommendation of approving the four mathematics rubrics (KMIT, Ky IPG, TNTP Math Observation Protocol, and MCOP2) to be piloted during the Spring 2025 academic term?

Applicable Statute or Regulation:

KRS 164.3061

History/Background:

Existing Policy: House Bill 162 from the 2024 Legislative Session, also known as the Numeracy Counts Act, established KRS 164.3061 which requires teacher preparation programs for elementary education to include instructional strategies and resources for mathematics instruction. Included in (3)(b) of that statute is the requirement that by January 1, 2025, the EPSB shall “Develop an evaluation rubric for observing teacher candidates with focus on mathematics content and pedagogical knowledge.”

Summary: The Numeracy Cohort formed by the Office of Educator Licensure and Effectiveness under the High-Quality Instructional Resources (HQIR) work met in August, September, and October 2024 to discuss the various mathematics content and pedagogy rubrics that may meet the requirements of KRS 164.3061. The following rubrics were considered in this review: KMIT, Ky IPG; TNTP Math Observation Protocol, MCOP2, Reformed Teaching Observation Protocol (RTOP); The Oregon Collaborative for Excellence in the Preparation of Teachers (OCEPT); and BPC Rubric (NIET Best Practices Center). A protocol sheet was created for each instrument to

assess if the rubric met the intent of the legislation’s focus on mathematics content and pedagogical knowledge, the reliability and validity of the rubric, the Council for the Accreditation of Educator Preparation (CAEP) Sufficiency Criteria, and whether members believed the rubric should be recommended to the EPSB.

Through this review the Numeracy Cohort narrowed down the rubrics to four that meet the overall criteria: the MIT, Ky IPG, TNTP Math Observation Protocol, and MCOP2. The cohort recommends that EPSB approve the rubrics to be piloted during the Spring 2025 academic term. During the pilot, math faculty will utilize the rubrics, and the cohort will solicit data on the rubrics. Among the data to be collected, the cohort will work to ascertain what works well, what does not work, how long the rubrics take to complete, how the rubrics fit in with the general student teaching rubrics used by institutions, and how much training will be required for university supervisors to correctly utilize the rubrics.

Once the data is collected, the Numeracy Cohort will review and make further recommendations to the EPSB. The data and the recommendations of the Numeracy Cohort will then be presented to the EPSB.

Budget Impact: There will be some costs associated with staff time for data collection and review.

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Appendix B

Kentucky Mathematics Innovation Tool (KMIT)



<p>Operational Definitions of Instruction Behavior: Definitions with -AND- must include all components to score 2 points. Definitions with -OR- must include at least one component, without missed opportunities, to score 2 points. Time of Lesson (circle one): Beginning, Middle, End Brief Description of Instructional Approach (e.g., whole group, small group, centers, number talk):</p>	<p>CATEGORY RATING 2 = <i>Fully Observed</i> 1 = <i>Partially Observed</i> 0 = <i>Not Observed</i> NA = <i>No Opportunity to Observe</i></p>
<p>1. Establish mathematics goals to focus learning. <i>Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.</i></p>	<p>Score 2 1 0 NA</p>
<p>Identifies and communicates goals aligned to the standards that are specific to the lesson and clear to students (not simply stating and/or posting a standard); -AND-</p>	
<p>Communicates why the learning goal is important; -AND-</p>	
<p>Revisits goals throughout the lesson.</p>	
<p>2. Implement tasks that promote reasoning and problem solving. <i>Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.</i></p>	<p>Score 2 1 0 NA</p>
<p>Uses engaging, high-cognitive-demand tasks including those that arise from home, community and society (Principles to Actions page 18); -AND-</p>	
<p>Implements tasks that are approached and solved in multiple ways; -AND-</p>	
<p>Uses how, why, and/or when questions to prompt students to share or reflect on their reasoning.</p>	
<p>3. Use and connect mathematical representations. <i>Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.</i></p>	<p>Score 2 1 0 NA</p>
<p>Allocates instructional time for students to use, discuss, and make connections among representations (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations); -AND-</p>	
<p>Encourages students to use representations in making sense of mathematics (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations); -OR- Uses representations to help students make sense of mathematics (physical models/concrete, pictures/semi-concrete, symbols/abstract, verbal, real-life/contextual situations).</p>	

4. Facilitate meaningful mathematical discourse. <i>Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.</i>	Score 2 1 0 NA
Provides every student the opportunity to share, listen to, honor, and critique the reasoning of others; -AND-	
Makes explicit connections among student approaches and reasoning.	
5. Pose purposeful questions. <i>Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.</i>	Score 2 1 0 NA
Uses strategies to ensure every student is thinking of responses (including wait time and other accountability strategies); -AND-	
Asks questions that require students to explain and or connect mathematical ideas, representations, or strategies; -AND-	
Asks questions that build on, but do not take over or funnel, student thinking.	
6. Build procedural fluency from conceptual understanding. <i>Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.</i>	Score 2 1 0 NA
Encourages, and provides time for, students to use their own strategies or algorithms; -AND-	
Makes explicit connections among concrete, semi-concrete, and abstract representations; -OR-	
Asks students to compare different strategies or algorithms; -OR-	
Asks when a strategy or algorithm is appropriate.	
7. Support productive struggle in learning mathematics. <i>Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.</i>	Score 2 1 0 NA
Provides time for students to grapple with tasks; -AND-	
Discusses the value of making multiple attempts and persistence; -OR-	
Facilitates discussion on mathematical error(s), misconception(s), or struggle(s) and how to overcome them; -OR-	
Asks questions that scaffold students' thinking without stepping in to do the work for them.	
8. Elicit and use evidence of student thinking <i>Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.</i>	Score 2 1 0 NA
Identifies evidence of student understanding or misconceptions, attending to important representations or processes; -OR-	
Provides students with opportunities to reflect on their work to capture understanding or misconceptions.	

Notes/Comments:	<p>1. Establish mathematics goals to focus learning. <i>Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.</i></p>
	<p>2. Implement tasks that promote reasoning and problem solving. <i>Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.</i></p>
	<p>3. Use and connect mathematical representations. <i>Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.</i></p>
	<p>4. Facilitate meaningful mathematical discourse. <i>Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.</i></p>
	<p>5. Pose purposeful questions. <i>Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.</i></p>
	<p>6. Build procedural fluency from conceptual understanding. <i>Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.</i></p>
	<p>7. Support productive struggle in learning mathematics. <i>Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.</i></p>
	<p>8. Elicit and use evidence of student thinking. <i>Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.</i></p>

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McGatha, M. B., Bay-Williams, J. M., Kobett, B. M., & Wray, J. A. (2018). *Everything you need for mathematics coaching: Tools, plans, and a process that works for any instructional leader, grades K-12*. Thousand Oaks, CA: Corwin.

Fixsen, D., Ward, C., Ryan Jackson, K. & Chapparo, E. (2016) *Observation Tool for Instructional Supports and Systems*. Chapel Hill, NC: University of North Carolina at Chapel Hill.

Instructional Practice Guide for Mathematics

Purpose: The Instructional Practice Guide (IPG) for Mathematics describes core instructional practices shown to improve student outcomes and is aligned to the *Kentucky Academic Standards (KAS)*. This IPG supports curriculum-focused:

- Observation-based feedback on classroom practice contributing to student outcomes;
- Reflection on instructional practices and shifts; and
- Identification of professional learning needed to support standards-aligned practice.

It may be helpful to supplement what is observed with further evidence from artifacts, such as lesson plans, tasks or student work. Although many indicators will be observable during a lesson, some lessons may appropriately focus on a smaller set of objectives, or an observation may occur during only a portion of a lesson. In those cases, some of the tool may be left blank. Finally, districts/schools may choose to stagger their observation focuses as they move through implementation of the local curriculum and high-quality instructional resources (focus on *Culture of Learning* and *Core Action 1* in year one, for example).

Rating Criteria

- 1: Yes** – All Indicator aspects are fully present whenever appropriate.
2: Mostly– Most indicator aspects are met most of the time it would be appropriate.
3: Somewhat – Some indicator aspects are met some of the time it would be appropriate.
4: Not Yet– Indicator aspects are not yet met.

Important Note: For professional learning support with academic standards and aligned practice, please visit kystandards.org.

Date: Observer: Teacher:	Grade Level/Course: Lesson Segment(s): All / Beginning / Middle / End Observation Focus (if applicable):
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CULTURE OF LEARNING: There is a culture of learning and high expectations in this classroom.

Indicators	Rating
A. Students demonstrate self-management skills by following behavioral expectations, classroom directions and executing transitions and procedures efficiently, independently and with peers.	YES / MOSTLY / SOMEWHAT / NOT YET Explanation:
B. Students engage in the learning of the lesson from start to finish; there is a sense of urgency about how time is used and managed.	YES / MOSTLY / SOMEWHAT / NOT YET Explanation:

Indicators	Rating
C. Students demonstrate evidence of growth mindset (embrace challenges/learn/persist) and self-efficacy (belief in ability to succeed) through interactions with teachers, peers and course content.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:
D. Students demonstrate social skills (i.e., listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers and content.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:
E. Students and teacher demonstrate an enthusiasm for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences and preferences for learning.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:

CORE ACTION 1: The learning of the lesson reflects the depth and complexity of the *KAS for Mathematics*.

Indicators	Rating
A. The goal of the lesson reflects mathematics within the grade-level standards.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:
B. The lesson appropriately connects new content within and across grade levels.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:
C. The lesson intentionally meets the target of the standard (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:

CORE ACTION 2: The lesson provides all students with opportunities to exhibit Standards for Mathematical Practices while engaging with the learning of the lesson.

Indicators	Rating
A. Students take active ownership of the learning as they engage in grade-level tasks and problems.	<p style="text-align: right;">YES / MOSTLY / SOMEWHAT / NOT YET</p> Explanation:

Indicators	Rating
B. Students make sense of problems and persevere in arriving at mathematical understanding through reasoning, strategic use of tools and appropriate scaffolding.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
C. Students share and explain their thinking around the questions and problems of the lesson beyond just stating answers.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
D. Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding and to construct viable arguments.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
E. Students connect their informal language and mathematical ideas to increasingly precise mathematical language and ideas.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
F. Students use mathematics to model problems that arise in everyday life, analyzing relationships mathematically to draw conclusions.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET

CORE ACTION 3: The teacher employs instructional practices that allow all students to access grade-level learning.

Indicators	Rating
A. The teacher identifies and clearly communicates the lesson's learning goal(s) and success criteria to students and why the learning goal(s) is important. The learning goal(s) and success criteria are revisited throughout the lesson, used by students and teacher to monitor progress and inform next steps.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
B. The teacher makes the mathematics of the lesson explicit through the use of explanations, representations, tasks and/or examples.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
C. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods and connecting those solutions to the learning goal of the lesson.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET
D. The teacher deliberately checks for understanding to surface misconceptions and adapts the lesson according to student understanding.	Explanation: YES / MOSTLY / SOMEWHAT / NOT YET

Indicators	Rating
E. The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.	<p style="text-align: center;">YES / MOSTLY / SOMEWHAT / NOT YET</p> <p>Explanation:</p>

The Math Observation Protocol¹ articulates the vision for skillful mathematics teaching and learning, grounded in research about how students best learn to become mathematical thinkers. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

- Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Students follow behavioral expectations and directions.
- Students execute transitions, routines, and procedures in an orderly and efficient manner.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes
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High-Quality Mathematical Content: Does the enacted lesson reflect the Focus, Coherence, and Rigor required by college and career ready standards for Mathematics?

- **Focus:** The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s), or part(s) thereof. *
- **Coherence:** The enacted lesson appropriately connects mathematical concepts within and/or across grades as appropriate, reflecting the coherence in the standards. *
- **Rigor:** The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. *

*Each individual indicator should be rated as either Not Yet or Yes.

Not Yet	Yes
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High-Quality Instructional Practices: Does the teacher employ instructional practices that allow all students to learn the content of the lesson?

- The teacher makes the mathematics of the lesson explicit by using explanations, representations, and/or examples beyond just showing students how to get the answer.
- The teacher provides opportunities for all students to work with and practice grade/course -level problems and tasks with appropriate numbers and number types.
- The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods.
- The teacher deliberately poses questions and/or tasks that make students' current understanding (including misconceptions) of the math visible and adapts the lesson to support student understanding.
- The teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the focus of the lesson.
- The mathematical thinking and solutions presented by the teacher are accurate.

Not Yet	Somewhat	Mostly	Yes
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Student Ownership: Do students exhibit key mathematical practices while engaging with the content of the lesson?

- Students do the majority of the work of the lesson.
- Students use reasoning and problem-solving skills to persevere through difficulty. When teachers provide support, students still own the complex thinking.
- Students use appropriate tools strategically when solving problems.
- Students explain and justify their thinking beyond just stating answers.
- Students talk about and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding.
- Students use precise mathematical language in their explanations and discussions.

Not Yet	Somewhat	Mostly	Yes
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¹ This tool draws heavily from Student Achievement Partners' [Instructional Practice Guide Coaching Tools \(IPGs\)](#) and the Culture of Learning competency of the [TNTP Core Teaching Rubric](#).

MCOP2 – Updated Fall 2019 General and Math Indicators

Candidate:

Grade/Course:

Date:

Observer:

Length of Observation:

Lesson Plan received:

MCOP² Score Sheet

1. Students engaged in exploration/investigation/problem solving.

Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	Students regularly engaged in exploration, investigation, or in problem solving. Over the course of the lesson, the majority of the students engaged in exploration/ investigation/problem solving.	
<input type="checkbox"/>	2	Students sometimes engaged in exploration, investigation, or problem solving. Several students engaged in problem solving, but not the majority of the class.	
<input type="checkbox"/>	1	Students seldom engaged in exploration, investigation, or problem solving. This tended to be limited to one or a few students engaged in problem solving while other students watched but did not actively participate.	
<input type="checkbox"/>	0	Students did not engage in exploration, investigation, or problem solving or the instances were carried out by the teacher without active participation by any students.	

2. Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.) to represent concepts.

Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	The students manipulated or generated two or more representations to represent the same concept, and the connections across the various representations, relationships of the representation to the underlying concept, and applicability or the efficiency of the representations were explicitly discussed by the teacher or students, as appropriate.	
<input type="checkbox"/>	2	The students manipulated or generated two or more representations to represent the same concept, but the connections across the various representations, relationships to the underlying concept, and applicability or the efficiency of the representations were not explicitly discussed by the teacher or students.	
<input type="checkbox"/>	1	The students manipulated or generated one representation of a concept.	
<input type="checkbox"/>	0	There were either no representations included in the lesson, or representations were included but were exclusively manipulated and used by the teacher. If the students only watched the teacher manipulate the representation and did not interact with a representation themselves, it should be scored a 0.	

MCOP2 – Updated Fall 2019 General and Math Indicators

6. The lesson involved fundamental concepts of the subject to promote relational/conceptual understanding.

Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	The lesson includes fundamental concepts or critical areas of the course, as described by the appropriate standards, and the teacher/lesson uses these concepts to build relational/conceptual understanding of the students with a focus on the "why" behind any procedures included.	
<input type="checkbox"/>	2	The lesson includes fundamental concepts or critical areas of the course, as described by the appropriate standards, but the teacher/lesson misses several opportunities to use these concepts to build relational/conceptual understanding of the students with a focus on the "why" behind any procedures included.	
<input type="checkbox"/>	1	The lesson mentions some fundamental concepts of mathematics but does not use these concepts to develop the relational/conceptual understanding of the students. For example, in a lesson on the slope of the line, the teacher mentions that it is related to ratios, but does not help the students to understand how it is related and how that can help them to better understand the concept of slope.	
<input type="checkbox"/>	0	The lesson consists of several mathematical problems with no guidance to make connections with any of the fundamental mathematical concepts. This usually occurs with a teacher focusing on procedure of solving certain types of problems without the students understanding the "why" behind the procedures.	

12. There were a high proportion of students talking related to mathematics.

Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	More than three quarters of the students were talking related to the mathematics of the lesson at some point during the lesson.	
<input type="checkbox"/>	2	More than half, but less than three quarters of the students were talking related to the mathematics of the lesson at some point during the lesson.	
<input type="checkbox"/>	1	Less than half of the students were talking related to the mathematics of the lesson.	
<input type="checkbox"/>	0	No students talked to the mathematics of the lesson.	

Adapted from Gleason, J., Livers, S.D., & Zelkowski, J. (2015). Mathematics classroom observation protocol for practices: Descriptors manual. Retrieved from <http://jgleason.people.ua.edu/mcop2.html>

MCOP2 – Updated Fall 2019 General and Math Indicators

13. There was a climate of respect for what others had to say.			
Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	Many students are sharing, questioning, and commenting during the lesson, including their struggles. Students are also listening (active), clarifying, and recognizing the ideas of others.	
<input type="checkbox"/>	2	The environment is such that some students are sharing, questioning, and commented during the lesson, including their struggles. Most students listen.	
<input type="checkbox"/>	1	Only a few share as called on by the teacher. The climate supports those who understand or who behave appropriately. Or some students are sharing, questioning, or commenting during the lesson, but most students are actively listening to the communication.	
<input type="checkbox"/>	0	No students share ideas.	
14. In general, the teacher provided wait-time (think-time).			
Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	The teacher frequently provided an ample amount of “think time” for the depth and complexity of a task or question posed by either the teacher or a student.	
<input type="checkbox"/>	2	The teacher sometimes provided an ample amount of “think time” for the depth and complexity of a task or question posed by either the teacher or a student.	
<input type="checkbox"/>	1	The teacher rarely provided an ample amount of “think time” for the depth and complexity of a task or question posed by either the teacher or a student.	
<input type="checkbox"/>	0	The teacher never provided an ample amount of “think time” for the depth and complexity of a task or question posed by either the teacher or a student.	
16. The teacher uses student questions/comments to enhance conceptual mathematical understanding.			
Check one:	Score	Description	Evidence and comments:
<input type="checkbox"/>	3	The teacher frequently uses student questions/ comments to coach students, to facilitate conceptual understanding, and boost the conversation. The teacher sequences the student responses that will be displayed in an intentional order, and/or connects different students’ responses to key mathematical ideas.	
<input type="checkbox"/>	2	The teacher sometimes uses student questions/ comments to enhance conceptual understanding.	
<input type="checkbox"/>	1	The teacher rarely uses student questions/ comments to enhance conceptual mathematical understanding. The focus is more on procedural knowledge of the task verses conceptual knowledge of the content.	
<input type="checkbox"/>	0	The teacher never uses student questions/ comments to enhance conceptual mathematical understanding.	

Adapted from Gleason, J., Livers, S.D., & Zelkowski, J. (2015). Mathematics classroom observation protocol for practices: Descriptors manual. Retrieved from <http://jgleason.people.ua.edu/mcop2.html>

Post-Lesson Dialogue with Candidate

Check that each part has been completed and fill in specific targets.

<input type="checkbox"/>	1. Candidate reflection about the lesson. (e.g., What do you think went well? What do you think you might do differently the next time?)
<input type="checkbox"/>	2. Dialogue between observer and candidate.
<input type="checkbox"/>	3. Targets identified (list below).

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

EPSB Goals and Legislative Priorities

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve the draft goals and priorities.

Rationale:

The proposed goals and priorities have been updated based upon the EPSB's discussions at the October 2024 EPSB meeting.

Action Question:

Should the EPSB approve the goals and priorities?

Applicable Statute or Regulation:

KRS 161.028

History/Background:

Existing Policy: In December 2023, the EPSB approved goals and legislative priorities. The goals covered the areas of educator preparation, educator certification, educator ethics, and communication. The legislative priorities were developed with the 2024 legislative session in mind and included funding for internships, financial incentives to support entry to and growth in the profession, and legislation that elevates the profession.

Summary: At the October 2024 meeting, the EPSB reviewed the previously adopted goals and priorities. The EPSB discussed amendments to both documents, and staff captured those in the attached documents. The first document contains four goals covering educator ethics, educator certification, educator preparation, and communication. The goals are similar to those approved by the EPSB in December 2023 but have been reordered in accordance with the EPSB's discussion. The desire to update the EPSB website has also been included under the goal on communication. If approved, the goals will drive the agenda items for future EPSB meetings as well as the work of staff between meetings. At the October meeting, the EPSB also discussed the development of a strategic plan with time-based action steps for each goal. If the goals are approved, staff will utilize the goals to develop a strategic plan to present to the EPSB at the February meeting.

The second document contains the legislative priorities for the 2025 legislative session which include ensuring ethical educators, funding for internships, financial incentives to support entry to and growth in the profession, legislation that elevates the profession, and statutory cleanup. One item that was added to the statutory cleanup was proposed by staff for the Association of Independent Kentucky Colleges and Universities (AIKCU). KRS 161.028(2)(a)4. provides the

membership of the EPSB shall include “Three (3) members representative of postsecondary institutions, two (2) of whom shall be deans of colleges of education at public universities and one (1) of whom shall be the chief academic officer of an independent not-for-profit college or university.” In the last few years, the EPSB has seen a lot of turnover in the private postsecondary representative, and staff for AIKCU has indicated that the requirement that the individual be a “chief academic officer” has made it difficult to recruit representatives and may result in the appointment of someone who is not immersed in the operations of educator preparation. Therefore, the recommendation is to amend the membership to allow the leader of the educator preparation program at a private postsecondary institution to qualify for appointment to the EPSB.

A copy of the draft goals and priorities are included for EPSB review.

Budget Impact: There is no budgetary impact at this time.

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Education Professional Standards Board



MISSION STATEMENT

The Education Professional Standards Board (EPSB), 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.

GOALS

Every certified educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law including the Code of Ethics.

The EPSB promotes awareness of the standards for ethical behavior for educators. All cases are presented to the EPSB for review in a timely manner and accurate and reliable data is provided to support decision making.

Every certified position in a Kentucky public school is staffed by a properly credentialed educator.

The EPSB will undertake a continuous review of the certification structure to ensure that it aligns with the Kentucky academic standards and the workforce needs to best serve the students of the Commonwealth. The EPSB shall also monitor the validity and reliability of certification assessments and maintain a focus on continuous improvement for all certification procedures and processes.

Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

The EPSB promotes professionalizing the preparation of future educators through emphasizing vibrant, hands-on clinical experiences, paid student teaching, innovation and collaboration with P-12 partners. The EPSB maintains a focus on continuous improvement of all preparation programs through regular and rigorous review of program quality.

Communication with stakeholders, education partners and the public is clear and promotes entry to and growth within the profession.

The EPSB strives to provide clear and consistent communication on the options for obtaining initial certification, adding an area of certification, and pursuing rank change. The EPSB will maintain a clear, public facing website to promote communication of the work of the EPSB.

Education Professional Standards Board

MISSION STATEMENT

The Education Professional Standards Board (EPSB), 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.

LEGISLATIVE PRIORITIES

Ensuring Ethical Educators

The EPSB supports efforts to promote ethical behavior among all educators to ensure student safety and well-being. The EPSB encourages efforts aimed at stopping student-teacher boundary violations including clear prohibitions of grooming behaviors.

Mentoring & Induction

The EPSB supports funding for mentoring and induction to ensure that all new teachers participate in high-quality induction into the profession. Early support and mentoring of new teachers have been shown as key elements in teacher retention, which is imperative to combat the current teacher shortage. The introduction of KRS 161.031 without state level funding negatively impacted the ability of local school districts to utilize federal Title II funds to support mentoring and induction programs.

Financial Incentives

The EPSB supports financial incentives that promote entry to and growth within the profession including expanded scholarship opportunities for new teachers and educators adding an area of certification, continued funding for paid student teaching experiences, and funding for assessment reimbursement and mentoring.

Elevating the Profession

The EPSB supports efforts to elevate the profession and provide the supports, incentives, and respect of other workforce areas. Elevating the profession is crucial to supporting the educator workforce through recruitment and retention efforts.

Statutory Cleanup

The EPSB supports amendments to KRS 161.028(2)(a)4. to clarify that the private postsecondary representative on the EPSB is the leader of the institution's educator preparation program. The EPSB also supports amendments to KRS 161.102 to alleviate the burden to districts created by the use restrictions on emergency substitute teachers. The EPSB supports revisions to the strict timelines and burdens placed on the educator case process in KRS 161.120 by House Bill 300 from the 2024 Legislative Session.

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 2:020. Request to Waive Renewal Requirements for Provisional Occupation-Based Career and Technical Education Certificate for Ingram Warren

Action Question:

Should the Education Professional Standards Board (EPSB) approve the Office of Career and Technical Education's (OCTE) request to renew Ingram Warren's one-year provisional occupation-based career and technical education certificate based on three hours of college credit?

Applicable Statute or Regulation:

KRS 161.020, KRS 161.028, 16 KAR 2:020

History/Background:

Existing Policy: 16 KAR 2:020 establishes the qualifications for certification of teachers of occupation-based career and technical education. Section 2(3) sets the requirements for subsequent renewals of the one-year provisional certificate. Specifically, subsequent renewal requires recommendation from the Kentucky Department of Education (KDE) and, if applicable, an accredited provider of an occupation-based educator preparation degree program. The KDE or the accredited provider of an occupation-based educator preparation degree program shall ensure the candidate completes six semester hours of college credit, completes four days of professional development, and successfully completes the background disclosure.

Summary: OCTE has submitted this waiver on behalf of Ingram Warren, an engineering teacher. Mr. Warren was hired on January 21, 2021, completed the New Teacher Institute, and started working on the degree requirements. He has completed 160 hours of Project Lead the Way training and is currently working to get three hours of Blueprint Reading credit but will not meet the required six credit hours when his certificate expires in December. Mr. Warren does not plan on returning for the 2025-2026 school year. The school would like to be able to renew his one-year provisional certificate with only three credit hours to allow uninterrupted instruction through the remainder of this school year. OCTE is requesting that the EPSB waive the requirement of six credit hours for Mr. Warren and issue the one-year provisional certificate.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

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

Action Question:

Should the Education Professional Standards Board (EPSB) approve Warren County's request to waive the grade point average (GPA) requirement for issuance of an emergency certificate?

Applicable Statute or Regulation:

KRS 161.028, 16 KAR 2:120

History/Background:

Existing Policy: 16 KAR 2:120 establishes the requirements for issuance of an emergency certificate. These requirements include a minimum of a bachelor's degree from a regionally accredited college or university with a cumulative GPA of 2.5 on a 4.0 scale or a 2.75 on a 4.0 scale on the last thirty hours of credit completed.

Summary: Warren County Schools has been unsuccessful in finding qualified teachers for a chemistry position. The district states that chemistry is a critical shortage area and there were no applicants. The candidate plans to enroll in an Option 6 program in the spring, and the district is providing the candidate with resources to assist them. The district states that the candidate is working diligently with his mentors to ensure he is providing quality education. The district is requesting that the EPSB waive the required GPA and issue an emergency certificate for this candidate.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Waiver:

16 KAR 6:010. Request to Allow Previous Special Education Praxis II Exam to meet the Requirements for Issuance of the Learning and Behavior Disorders Certificate for Mary Telek

Action Question:

Should the Education Professional Standards Board (EPSB) approve Mary Telek's request to allow her previous passing score on the Special Education: Core Knowledge and Applications (5354) test in April 2017 to meet the testing requirements for issuance of the Learning and Behavior Disorders (LBD) certificate?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.030, 16 KAR 6:010

History/Background:

Existing Policy: 16 KAR 6:010 establishes the examination prerequisites for teacher certification. Section 2(6)(d) requires candidates for LBD certification to pass the "Special Education: Core Knowledge and Mild to Moderate Applications (5543)" test. In June 2023, the EPSB also approved the Special Education: Foundational Knowledge (5355) test to meet this requirement.

Summary: Mary Telek currently holds Kentucky certification for teaching middle grades mathematics, Exceptional Children- Hearing Impaired, and Interdisciplinary Early Childhood Education. She also holds a Teacher Leader Endorsement. Ms. Telek took the Special Education: Core Knowledge and Applications (5354) Praxis II in April 2017 when she obtained her Hearing Impaired certification. The EPSB now requires the Special Education: Foundational Knowledge (5355) test for both Hearing Impaired and LBD certification. Ms. Telek has recently completed a preparation program for LBD certification and has eight years of teaching experience in special education. She is asking the EPSB to allow her previous Special Education Praxis II score to qualify for issuance of the LBD certificate since it is within the ten-year recency period and is similar to the Special Education: Foundational Knowledge (5355) test that was approved for LBD certification by the EPSB in June 2023.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 1 Alternative Route to Certification Application for Christy Otten

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: The applicant must meet a minimum grade point average (GPA) requirement and must have either a major in the academic area or a passing score on the academic content assessment. Under recent updates to KRS 161.048, applicants are no longer required to have a job offer but must have one year of successful teaching experience and recommendation from the employing district before issuance of the professional certificate.

Summary: Christy Otten has submitted the application and portfolio seeking certification through the Option 1, Exceptional Work Experience Alternative Route to Teacher Certification. She is requesting that the EPSB approve her application for certification in the area of **Physical Education, All Grades**. The application and portfolio are included under separate cover for EPSB review.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director

Melinda Penny, Consultant

The applicant meets the minimum GPA requirement in the academic area. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 1 Alternative Route to Certification Application for Thomas Temple

Action Question:

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

Applicable Statute or Regulation:

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

History/Background:

Existing Policy: The applicant must meet a minimum grade point average (GPA) requirement and must have either a major in the academic area or a passing score on the academic content assessment. Under recent updates to KRS 161.048, applicants are no longer required to have a job offer but must have one year of successful teaching experience and recommendation from the employing district before issuance of the professional certificate.

Summary: Thomas Temple has submitted the application and portfolio seeking certification through the Option 1, Exceptional Work Experience Alternative Route to Teacher Certification. He is requesting that the EPSB approve his application for certification in the area of **Business and Marketing Education, Grades 5-12**. The application and portfolio are included under separate cover for EPSB review.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

Todd Davis, Division Director

Melinda Penny, Consultant

The applicant meets the minimum GPA requirement in the academic area. The EPSB will need to determine if the applicant's work experience constitutes exceptional work experience.

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