

Agenda Book
EPSB Meeting Agenda
EPSB Offices, 100 Airport Road, Frankfort, KY 40601
January 14, 2008

Sunday, January 13, 2008

5:30 PM EST Meeting with the Educator Preparation Program Quality Measurement Committee
NO BUSINESS WILL BE CONDUCTED

Monday, January 14, 2008

9:00 AM EST Call to Order
Roll Call
Swearing-In of New Board Members
Approval of November 19, 2007 Minutes (Pages 1-12)
Open Speak
Report of the Executive Director

- A. Report from the Kentucky Department of Education (Mr. Steve Schenck)
- B. Report from the Council on Postsecondary Education (Dr. Jim Applegate)
- C. Legislative Update (Ms. Alicia Sneed)
- D. Local Educator Assignment Data (LEAD) Report (Mr. Mike Carr)
- E. An Analysis of the Recommendations within the Education Leadership Redesign (ELR) Report (Dr. Kathy O'Neill, SREB)

Report of the Chair

- A. Appointment of Committee to Develop the Summer Retreat Agenda
- B. Reappointments to the Reading Committee
- C. Appointments and Reappointments to the Continuous Assessment Review Committee (CARC)

Committee Reports

Information/Discussion Items

- A. 16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Amendment, Notice of Intent (Ms. Cindy Owen) **(Pages 13-24)**

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- B. Report from the Educator Preparation Program Quality Measurement Committee
(Dr. Marilyn Troupe; Dr. Melissa Miracle; Mr. Terry Hibpshman) **(Pages 25-28)**
- C. National Board Data Report (Ms. Owen) **(Pages 29-30)**
- D. EPSB Staff Retirement Plan (Mr. Gary Freeland) **(Pages 31-36)**
- E. Report on the Year-to-Date Financial Performance of the Agency's Programs and Operations through December 31, 2007
(Mr. Gary Freeland) **(Pages 37-38)**

Action Items

- A. Approval of Contracts (Mr. Gary Freeland) **(Pages 39-42)**
- B. 16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Final Action
(Ms. Owen) **(Pages 43-74)**
- C. Approval of Performance Learning Systems to Provide Remedial Training in Disciplinary Cases (Ms. Alicia Sneed) **(Pages 75-78)**
- D. Continuing Accreditation of the Educator Preparation Unit and Approval of the Initial and Advanced Level Preparation Programs, Asbury College (Dr. Troupe) **(Pages 79-86)**
- E. Continuing Accreditation of the Educator Preparation Unit and Approval of the Initial Level Preparation Programs, Transylvania University (Dr. Troupe) **(Pages 87-92)**
- F. Approval of Educator Preparation Program Addition: 8.0 Environmental Education Endorsement, Grades P-12 (Graduate Level), Western Kentucky University
(Dr. Troupe) **(Pages 93-96)**
- G. Approval of Educator Preparation Program Addition: 10.0 Instructional Leadership, School Superintendent, Northern Kentucky University (Dr. Troupe)
(Pages 97-102)

Waivers

- A. 16 KAR 7:020. Request to Waive the Requirement for Two-Years of Successful Experience as a Certified Principal for Exemption of the Kentucky Principal Internship Program, Ms. Janie Anthony (Ms. Owen) **(Pages 103-106)**
- B. 16 KAR 6:010. Request to Waive the Kentucky Assessment Requirements for Middle School and Secondary Social Studies Certification, Mr. Anthony Garcia (Ms. Owen) **(Pages 107-110)**

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Board Comments

Following a motion in open session, it is anticipated that the board will move into closed session as provided by KRS 61.810 (1)(c), (1)(f) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:
March 17, 2008
EPSB Offices
Frankfort, KY

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The actions delineated below were taken in open session of the EPSB at the November 19, 2007 regular 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), 100 Airport Road, 3rd Floor, Frankfort, KY 40601

<p style="text-align: center;">Education Professional Standards Board (EPSB) Summary Minutes of the Business Meeting EPSB Offices, 100 Airport Road, 3rd Floor Frankfort, Kentucky November 19, 2007</p>

Members Present:

Jim Cibulka
Frank Cheatham
Lydia Coffey
Steve Schenck (for Kevin Noland)
John DeAtley (for Brad Cowgill)
Sam Evans
Jennifer Forgy
Rebecca Goss
Kent Juett
Rita Presley
Zenaida Smith
Tom Stull
Lorraine Williams

Members Absent:

Lonnie Anderson
Kristin Gregory
Allan Paul
Cynthia York

Call to Order

Chairman Jim Cibulka convened the meeting at 9:05 a.m. EST.

Amendment of the November 17, 2007 Agenda

Motion made by Dr. Frank Cheatham, seconded by Mr. Kent Juett, to amend the November 17, 2007 agenda to add Action Item E, 16 KAR 7:010. Kentucky Teacher Internship Program (KTIP) Appeal, Mr. Paul Shannonhouse.

Vote: *Unanimous*

Approval of October 22, 2007 Minutes

Motion made by Ms. Lorraine Williams, seconded by Ms. Rebecca Goss, to approve the October 22, 2007 minutes.

Vote: *Unanimous*

Open Speak

There were no requests for Open Speak.

Report of the Executive Director

Report from the Kentucky Department of Education (KDE)

Mr. Steve Schenck notified the board that the Kentucky Board of Education intends to select a new commissioner on Sunday, November 25th.

He further reported that the KDE has partnered with the CEO Superintendent Network and utilized the Wallace Grant to improve Professional Learning Communities. He stated that every school should have a Professional Learning Community where teachers discuss their students' work with other professionals during the school day.

Additionally, Mr. Schenck reported that the KDE received helpful interim assessments at schools which should give teachers the ability to accurately determine the educational level of their students. He stated that the KDE staff members are encouraged how both Professional Learning Communities and interim assessments can work together so well to produce a positive outcome.

Report from the Council on Postsecondary Education

Mr. John DeAtley reported that the CPE recently completed its budget preparation process which took several months. He provided the board with the booklet *Double the Numbers*, prepared by CPE staff, which describes the strategy of doubling the number of Kentuckians with a bachelor's degree by 2020 and is the basis for the budget request. He further informed the board that the CPE will soon publish *Funding the Numbers*, a detailed description of the CPE's budget request.

Blue Ribbon Schools Recognition

Dr. Rogers recognized the Blue Ribbon Schools in Kentucky.

Legislative Update

Ms. Alicia Sneed informed the board that the greatest challenge of the upcoming legislative session will be to approve a state budget. She reviewed 19 pre-filed bills that may affect the EPSB although the EPSB is not named in any of the pre-filed bills. Ms. Marcie Lowe will update the board with a tracking sheet when the General Assembly convenes in January.

Report of the Chair

Additional Appointments to the Task Force for Preparation of Math Teachers

Chairman Jim Cibulka made the following additional appointments to the Task Force for the Preparation of Math Teachers: Ms. Melanie Curlin, Mr. Bryan Edwards, Ms. Linda Klembara, Ms. Leslie Robertson, and Ms. Brenda Scruggs.

Committee Reports

Report from the Continuing Education Option Task Force (CEO)

Dr. Sam Evans reported that the Continuing Education Option (CEO) task force met on October 24th to answer questions pertaining to the CEO.

1) Is the current CEO aligned with the statute? Should it be used for achieving Rank I certification?

The committee agreed that the CEO is not completely aligned with the statute. According to the statute, the CEO may be used to receive Rank I and Rank II.

2) Should the CEO include university courses?

Currently, CEO participants are not required to take university courses. This is a misalignment with statute, because the statute requires CEO participants to take university courses.

3) Is the EPSB implementing an assessment process that is valid and reliable?

The committee agreed that the current scoring process is not reliable.

4) Is the current CEO program accomplishing its required objectives?

The committee agreed that the current CEO program is accomplishing its required objectives.

5) Should CEO program be moved to universities?

The committee felt that there needed to be more discussion with this question.

6) Should enrollment be suspended for the CEO until further changes can be made?

Yes, the committee recommended that the CEO be suspended until further changes are made to the CEO.

2007-116

Motion made by Dr. Sam Evans, seconded by Ms. Lydia Coffey, to suspend admission to the Continuing Education Option program until the committee can address the raised issues.

Vote: *Unanimous*

Information/Discussion Items

16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Notice of Intent

In October 2002, the United States Department of Education (USDOE) awarded the EPSB a grant to develop the Teacher Performance Assessment (TPA). In June 2006, the

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board adopted the TPA. Ms. Cindy Owen discussed the proposed changes to the TPA regulation along with proposed changes to the TPA Intern Performance Record. Ms. Alicia Sneed informed the board that the current IPR does not provide evidence that is needed if an intern appeals a decision. For this reason, proposed changes were made to the IPR for clarification. This item will be brought back in January for final action.

EPSB Waiver Process

Ms. Sneed reported that during the last board meeting, questions arose regarding the consistency of the board's current waiver process. She stated that the EPSB staff proposes to add this item on the winter retreat agenda. Dr. Jim Cibulka asked Ms. Sneed to present a suggested waiver framework to the board at the winter retreat.

Action Items

EPSB Procedure Manual Amendment: Disciplinary Changes

2007-117

Motion made by Dr. Sam Evans, seconded by Ms. Jennifer Forgy, to approve the proposed amendments to the EPSB's Determining Probable Cause to Take Disciplinary Action Procedure contained in the EPSB's Policy and Procedure Manual.

Vote: *Unanimous*

EPSB Procedure Manual Amendment: Cut Score Framework

2007-118

Motion made by Ms. Zenaida Smith, seconded by Ms. Lorraine Williams, to approve the recommended Cut Score Framework as follows:

Accept the recommendation of the validation panel if it is between the 15th – 25th percentiles, inclusive; greater than or equal to the current cut score; and comparable to the SREB average cut score. This framework shall also be included in the Education Professional Standards Board Procedure Manual and routine application.

Vote: *Unanimous*

Approval of Contracts

2007-119

Motion made by Ms. Smith, seconded by Ms. Jennifer Forgy, to authorize the executive director to issue a Request for Proposal (RFP) for National Board mentoring services and enter into all of the contracts awarded from that RFP.

Vote: *Unanimous*

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Indiana Wesleyan University Letter of Intent

2007-120

Motion made by Mr. John DeAtley, seconded by Dr. Frank Cheatham, to grant IWU's request to pursue accreditation as a Kentucky institution only at the Louisville campus in a traditional face-to-face delivery system. IWU may offer the Master of Education and Rank I programs. The board is only approving the Letter of Intent. The revised organizational chart shall be resubmitted to the EPSB within 10 working days.

Vote: Yes – 11
Abstain – 1 (Lorraine Williams)
No – 1 (Sam Evans)

16 KAR 7:010. Kentucky Teacher Internship Program (KTIP) Appeal, Mr. Paul Shannonhouse

2007-121

Motion made by Ms. Lydia Coffey, seconded by Ms. Jennifer Forgy, to approve the Appeals Committee recommendation. The decision of unsuccessful by the intern committee is not upheld. The Division of Certification shall issue the appropriate certificate to Mr. Paul Shannonhouse pursuant to 16 KAR 7:010 Section 9(5).

Vote: Unanimous

Alternative Route to Certification Application

Ms. Patricia Bingham, Adjunct for Dance, Grades P-12

2007-122

Motion made by Ms. Coffey, seconded by Mr. Tom Stull, to approve the alternative route to certification application for Ms. Patricia Bingham.

Vote: Yes – 12
Abstain – 1 (Jennifer Forgy)

Board Comments

Chairman Cibulka asked board members to notify him if interested in developing the winter and/or summer retreat agenda. Current board members who agreed to serve on the committee to develop the summer retreat agenda were Ms. Jennifer Forgy, Ms. Rebecca Goss, Ms. Lorraine Williams, and Dr. Jim Cibulka. Ms. Ashley Abshire will contact Chairman Cibulka about potential summer retreat locations in Lexington.

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**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
November 19, 2007**

Motion made by Dr. Sam Evans, seconded by Dr. Frank Cheatham, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1)(c)&(j) and a personnel matter in accordance with KRS 61.810(1)(f).

Vote: *Unanimous*

Motion made by Ms. Lydia Coffey, seconded by Ms. Rebecca Goss, to return to open session.

Vote: *Unanimous*

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

Tom Stull, Zenaida Smith, Kent Juett, Sam Evans, Lorraine Williams, Jennifer Forgy, James Cibulka, Frank Cheatham, Lydia Coffey, Rebecca Goss, Rita Pressley, and John DeAtley.

Attorneys present were Alicia A. Sneed, Diane Fleming, and Gary A. Stephens.

2007-123

Motion made by Dr. Sam Evans, seconded by Mr. Tom Stull, to give the executive directory a satisfactory evaluation for the 2007 year and allow him to receive due compensation.

Vote: *Unanimous*

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
07-08140	Defer for proof (<i>Ms. Pressley, recused</i>)
07-08151	Admonish
07-08150	Admonish (<i>Mr. Stull, recused</i>)
07-08149	Admonish (<i>Mr. Stull, recused</i>)
07-09160	Admonish
07-09164	Defer for proof
07-09161	Hear
07-08146	Admonish (<i>Ms. Coffey, recused</i>)
07-08154	Hear
07-08152	Hear

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07-09159	Hear
07-09156	Hear
07-07139	Hear
07-08148	Hear
07-09155	Hear
07-0478	Dismiss Without Prejudice
07-09165	Hear
07-09158	Hear
07-09173	Hear
05-0234	Dismiss Without Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
071629	Approve
071848	Approve
071946	Approve
071944	Approve
071943	Approve
071804	Approve
06-004	Approve
072185	Approve
071703	Defer

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
05-08151 (Russell Morgan)	Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither seek, reapply or be issued a Kentucky Teaching Certificate, emergency substitute certificate or emergency certificate permanently. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, 3 rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

07-0352 (Larry Suba)	Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky at any time in the
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future. Respondent agrees that he is ineligible to hold a teaching certificate and he is voluntarily, knowingly, and intelligently surrendering his certificate for cause. Respondent shall surrender the original Certificate and all copies to EPSB, by hand delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

Vote: *Unanimous*

06-08209 (Timothy Boggs) Accept Agreed Order dismissing Respondent's case based on the following conditions:

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2008. Any expense for required training shall be born by the Respondent.

2. Respondent shall be assessed for anger management issues prior to July 31, 2008 and follow through with any treatment recommendations with a provider approved by the Board. Any expense incurred for the assessment or counseling shall be born by the Respondent.

3. Respondent shall complete a Board-approved course in Classroom Management with a focus on de-escalating violent situations prior to July 31, 2008. Any expense for required training shall be born by Respondent.

Upon receiving written proof that Respondent has completed each of the aforementioned terms, the Board will dismiss Case Number 06-08209.

Vote: *Unanimous*

05-10185 (Stephanie Wall) Accept Agreed Order admonishing Respondent as follows: Teachers must be aware during the instructional day their personal friendships are not to interfere with the supervision or instruction of students. Educating students is the first priority of any classroom teacher.

Vote: *Unanimous*

06-09246 (Anthony Graves) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall immediately surrender the original and all copies of his certificate to the Board, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

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From the date of acceptance of this Order by the Board, Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky.

Vote: *Unanimous*

- 06-05129 (Martha Sanford) Accept Agreed Order dismissing Respondent's case without prejudice.
Respondent agrees that prior to returning to a certified teaching position, she will present written proof to the Board that she has successfully completed six hours of training, approved by the Board and at her own expense, in the areas of effective classroom management and discipline techniques. Should the Board learn that Respondent has violated this condition, it shall automatically suspend Respondent's certificate for one year with reinstatement conditioned upon successful completion of training.

Vote: *Unanimous*

- 06-08214 (Larry Stivers) Accept Agreed Order admonishing Respondent for using inappropriate techniques to discipline a student. The Board reminds Respondent that he has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. The Board will not tolerate any further incidents of misconduct from Respondent.
This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that he has received twelve (12) hours of professional development/training in professional ethics and appropriate classroom management/discipline, as approved by the Board, no later than July 1, 2008. Any expense incurred for said training shall be paid by Respondent.
Respondent agrees that should he fail to satisfy the above condition, his certificate shall be automatically suspended until Respondent provides written proof to the Board that he has completed the conditions.

Vote: *Unanimous*

- 05-09175 (Joseph Pillow) Accept Agreed Order admonishing Respondent as follows: Teachers must be aware during the

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instructional day their personal friendships are not to interfere with the supervision or instruction of students. Educating students is the first priority of any classroom teacher.

Vote: *Unanimous*

06-06171 (Spencer Jones) Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply nor be issued a teaching certificate, nor shall any person or district apply or be issued a teaching certificate on his behalf, in the Commonwealth of Kentucky for his lifetime.

Vote: *Unanimous*

CF #07-104 (Aretha Drake) Petitioner's application for certification shall be approved subject to the following probationary conditions for a period of two (2) years:

1. Petitioner shall receive no disciplinary action by any school in the United States. The parties agree that "disciplinary action" is defined as any admonishment, reprimand, suspension, or termination issued by any school district in the Commonwealth of Kentucky and upheld by either the tribunal and/or arbitration process.
2. Petitioner shall have no criminal convictions during the two (2) year probationary period. Petitioner agrees that should she fail to satisfy these conditions during the probationary period, her certificate shall be automatically suspended for a period of one (1) year. Petitioner is also aware that should she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-07194 (Benita Donaldson) Accept Agreed Order suspending Respondent's certificate for a period of five (5) days effective December 24, 2007. During the five (5) day suspension period, Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky. Respondent shall surrender the original certificate and all copies to

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EPSB, by hand-delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky, 40601.

Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date of issuance:

1. Respondent shall complete twelve (12) hours of ethics training prior to July 31, 2008. Any expense for required training shall be born by the Respondent.

2. Respondent shall complete a Board approved professional development course in appropriate fiscal management of school funds prior to July 31, 2008. Any expense for required training shall be born by the Respondent.

3. Respondent shall receive no further disciplinary action by any school district in the United States including, but not limited to, admonishment, reprimand, suspension or termination.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions during the probationary period, her certificate shall be automatically suspended for an additional period of one (1) year. If applicable, at the conclusion of the one year suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should she violate KRS 161.120, either during or following this two (2) year period of probation, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

05-0130 (Carin Hornung)

Accept Agreed Order requiring Respondent to complete and supply proof to the Board of twelve (12) hours of professional development in the area of anger management by June 30, 2008. Failure to comply with said requirement will result in suspension of Respondent's teaching certificate until this requirement has been met.

Vote: *Unanimous*

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Motion made by Ms. Coffey, seconded by Dr. Cheatham, to adjourn the meeting.

Vote: Unanimous

Meeting adjourned at 3:15 p.m.

Next Meeting: January 14, 2008
 9:00 AM
 EPSB Board Room
 Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Notice of Intent

Applicable Statute and Regulation:

KRS 161.030
16 KAR 6:010

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Issue 1: Amend 16 KAR 6:010 to reflect testing options for middle school English, mathematics, and social studies certification.

16 KAR 6:010 currently requires a teacher seeking certification in a middle school content area, who has passed the Praxis II secondary assessment in the same content area, to take the corresponding Praxis II middle school content assessment. The Education Professional Standards Board (EPSB) previously waived this requirement in the areas of English, mathematics, and social studies until the regulation could be amended.

June 2007, EPSB hosted a review of the Praxis II secondary English, mathematics, and social studies content assessments. The purpose of the review was to provide documentation that these assessments are valid for certifying middle school teachers within the same content areas. As reported to the Board in August 2007, the majority of the panelists agreed that a prospective middle school teacher who achieves the current required passing score on the secondary English, mathematics, and/or social studies content assessments as shown below has demonstrated sufficient content knowledge to teach the content at the middle school level.

***Required
Secondary Tests***

***Required
Passing Score***

<i>Social Studies: Content Knowledge (0081)</i>	151
<i>Social Studies: Interpretation of Materials (0083)</i>	159
<i>English Language Literature and Composition: Content Knowledge (0041)</i>	160
<i>English Language Literature and Composition: Essays (0042)</i>	155
<i>Mathematics: Content Knowledge (0061)</i>	125
<i>Mathematics: Proofs, Models, and Problems Part 1 (0063)</i>	141

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Staff is proposing amendments in 16 KAR 6:010 that allow a teacher seeking certification in Middle School English and Communications, Middle School Mathematics, and/or Middle School Social Studies to successfully complete the Praxis II middle school or secondary assessments in the appropriate content area(s).

Issue 2: Amend 16 KAR 6:010 to correct change in test name.

Since board adoption of 16 KAR 6:010, the name of the Praxis II School Psychologist test has been changed from *NTE Specialty Area Examination* to *School Psychologist (0400)*. Staff is proposing an amendment in 16 KAR 6:010 to replace the old test name with the new one.

Issue 3: Amend 16 KAR 6:010 to provide consistency in capitalization, spacing, and punctuation throughout.

Throughout the years, testing requirements for specific areas have changed and the regulation has been amended to reflect those changes. As a result, the capitalization and punctuation within the regulation may vary slightly from section to section. To improve clarity, staff is proposing amendments reflecting consistency in capitalization and punctuation throughout the regulation.

Contact Persons:

Ms. Cindy Owen, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: cindy.owen@ky.gov

Executive Director

Date:

January 14, 2008

1 **16 KAR 6:010. Written examination prerequisites for teacher certification.**

2 RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

3 STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

4 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes
5 the Education Professional Standards Board to establish standards and requirements for
6 obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the
7 Education Professional Standards Board to select the appropriate assessments required
8 prior to teacher certification. This administrative regulation establishes the written
9 examination prerequisites for teacher certification.

10 Section 1. A teacher applicant for certification shall successfully complete the
11 appropriate written tests identified in this administrative regulation prior to Kentucky
12 teacher certification.

13 Section 2. The Education Professional Standards Board shall require the test or tests
14 and passing scores identified in this section for each new teacher applicant and
15 ~~applicant and~~ each teacher seeking an additional certificate.

16 (1) An applicant for ~~[elementary]~~ Elementary certification shall take Elementary
17 Education: Content Knowledge (0014) with a passing score of 148.

18 (3) An applicant for ~~[middle school certification]~~ certification at the middle school
19 level grades five (5) through nine (9) shall take the content test or tests based on the
20 applicant's content area or areas with the corresponding passing scores as identified in
21 this subsection: ~~[middle school content test or tests based on the applicant's content area~~
22 ~~or areas with passing scores as identified in this subsection:]~~

23 (a) Middle School Mathematics.

24 1. Middle School Mathematics (0069) – 148; or

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- 1 2. Mathematics: Content Knowledge (0061) – 125; and
2 3. Mathematics: Proofs, Models, and Problems Part 1 (0063) – 141;
3 (b) Middle School Science.
4 Middle School Science (0439) – 139;
5 (c) Middle School English and Communications.
6 1. Middle School English Language Arts (0049) – 157; or
7 2. English Language Literature and Composition: Content Knowledge (0041) – 160;
8 and
9 3. English Language Literature and Composition: Essays (0042) – 155;
10 (d) Middle School Social Studies.
11 1. Middle School Social Studies (0089) - 149; [-] or
12 2. Social Studies: Content Knowledge (0081) – 151; and
13 3. Social Studies: Interpretation of Materials (0083) – 159.

14 (4) An applicant for certification for teacher of exceptional children in
15 Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing
16 Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities
17 shall take each content test or ~~tests~~[test] based on the applicant's content area or areas
18 with the corresponding passing scores as identified in this subsection:

19 (a) [~~Communication disorders:~~] Communication Disorders.

- 20 1. Education of Exceptional Students: Core Content Knowledge (0353) – 157; and
21 2. Speech Language Pathology (0330) - 600;

22 (b) [~~Learning and behavior disorders:~~] Learning and Behavior Disorders.

- 23 1. Education of Exceptional Students: Core Content Knowledge (0353) – 157; and
24 2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

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- 1 (c) [~~Moderate and severe disabilities:~~] Moderate and Severe Disabilities,
2 1. Education of Exceptional Students: Core Content Knowledge (0353) – 157; and
3 2.a. [~~Until August 31, 2007, Special Education: Teaching Students with Mental~~
4 ~~Retardation (0321)–146;~~
5 ~~—b.]~~ Beginning September 1, 2007 and until August 31, 2008, Special Education:
6 Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional
7 Students: Severe to Profound Disabilities (0544) - 156;
8 b. [~~e.~~] Beginning September 1, 2008, Education of Exceptional Students: Severe to
9 Profound Disabilities (0544) - 156;
10 (d) [~~Hearing impaired:~~] Hearing Impaired,
11 1. Education of Exceptional Students: Core Content Knowledge (0353) – 157; and
12 2. Education of Deaf and Hard of Hearing Students (0271) - 167;
13 (e) [~~Hearing impaired with sign proficiency:~~] Hearing Impaired with Sign
14 Proficiency,
15 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
16 2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
17 3. One (1) of the following tests with a passing score of "Intermediate Level":
18 a. Sign Communication Proficiency Interview (SCPI); or
19 b. Educational Sign Skills Evaluation (ESSE); and
20 (f) [~~Visually impaired:~~] Visually Impaired,
21 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
22 2. Teaching Students with Visual Impairments (0280) - 700.

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1 (5) An applicant for certification at the secondary level shall take the content test or
2 tests corresponding to the applicant's content area or areas with the passing scores
3 identified in this subsection:

4 (a) Biology._[:]

5 [~~Content Knowledge (0235) - 146;~~] Biology: Content Knowledge (0235) - 146;

6 (b) Chemistry._[:]

7 [~~Content Knowledge (0245) - 147;~~] Chemistry Content Knowledge (0245) - 147;

8 (c) English._[:]

9 1. English Language and Literature: Content Knowledge (0041) - 160; and

10 2. English Language, Literature and Composition Essays (0042) - 155;

11 (d) Social Studies._[:]

12 1. Social Studies: Content Knowledge (0081) - 151; and

13 2. Social Studies: Interpretation of Materials (0083) - 159;

14 (e) Mathematics._[:]

15 1. Mathematics: Content Knowledge (0061) - 125; and

16 2. Mathematics: Proofs, Models, and Problems (0063) - 141;

17 (f) Physics._[:]

18 [~~Content Knowledge (0265) - 133; and~~] Physics: Content Knowledge (0265) - 133;

19 and

20 (g) Earth Science._[:]

21 [~~Content Knowledge (0571) - 145.]~~ Earth Science: Content Knowledge (0571) - 145.

22 (6) An applicant for certification in all grades in the following content area or areas
23 shall take the content test or tests with the passing scores as identified in this subsection.

24 (a) Art._[:]

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- 1 1. Art Content Knowledge (0133) - 158; and
- 2 2. Art Making (0131) - 154;
- 3 (b) French.[:]
- 4 French: Content Knowledge (0173) - 159;
- 5 (c) German.[:]
- 6 German: Content Knowledge (0181) - 157;
- 7 (d) Health.[:]
- 8 Health Education (0550) - 630;
- 9 (e) Latin.[:]
- 10 Latin (0600) - 700;
- 11 (f) [~~Integrated music:~~] Integrated Music.
12 1. Music: Content Knowledge (0113) - 154; and
13 2. Music: Concepts and Processes (0111) - 145;
- 14 (g) [~~Vocal music:~~] Vocal Music.
15 1. Music: Content Knowledge (0113) - 154; and
16 2. Music: Concepts and Processes (0111) - 145;
- 17 (h) [~~Instrumental music:~~] Instrumental Music.
18 1. Music: Content Knowledge (0113) - 154; and
19 2. Music: Concepts and Processes (0111) - 145;
- 20 (i) [~~Physical education:~~] Physical Education.
21 1. Physical Education: Content Knowledge (0091) - 147; and
22 2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;
- 23 (j) Spanish.[:]
- 24 Spanish: Content Knowledge (0191) - 160;

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1 (k) School Media Librarian₂[:]

2 Library Media Specialist (0310) - 640; or

3 (l) School Psychologist₂[:]

4 [~~NTE Specialty Area Examination—630.~~] School Psychologist (0400) - 630.

5 (7) An applicant for [~~career and technical education~~] Career and Technical Education
6 certification to teach in grades 5-12 with one (1) or more of the following specializations
7 shall take the content test or tests with the passing scores as identified in this subsection:

8 (a) Agriculture₂[:]

9 Agriculture (0700) - 520;

10 (b) Business and Marketing Education₂[-]

11 Business Education (0100) -590;

12 (c) Family and Consumer Science.

13 Family and Consumer Sciences (0120) - 600;

14 (d) Technology Education₂[-]

15 Technology Education (0050) - 600; or

16 (e) [~~Industrial education~~] Industrial Education. An applicant for [~~Industrial education~~]
17 Industrial Education with one (1) or more trade and industry specializations shall
18 complete the assessments established in 16 KAR 6:020.

19 (8) An applicant for a restricted base certificate in the following content area or areas
20 shall take the content test or tests with the passing scores identified in this subsection:

21 (a) English as a Second Language₂[:]

22 English to Speakers of Other Languages (0360) - 620;

23 (b) Speech/Media Communications₂[:]

24 Speech Communication (0220) - 580; or

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1 (c) Theater₂[:]

2 Theatre (0640) - 630.

3 (9) An applicant for an endorsement in the following content area or areas shall take
4 the content test or tests with the passing scores identified in this subsection:

5 (a) English as a Second Language₂[:]

6 English to Speakers of Other Languages (0360) - 620; or

7 (b) Learning and Behavior Disorders, grades 8-12₂[:]

8 Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

9

10 Section 3. In addition to the content area test or tests established in Section 2 of this
11 administrative regulation, the pedagogy tests and passing scores identified in this section
12 shall be required for each new teacher applicant. If an individual is seeking additional
13 certification in any area, the applicant shall only take one (1) of the pedagogy tests
14 identified in this administrative regulation.

15 (1) An applicant for [~~elementary~~] Elementary certification (grades P-5) shall take
16 Principles of Learning and Teaching: Grades K-6 (0522) - 161.

17 (2) An applicant for [~~middle school certification~~] certification at the middle school
18 level grades five (5) through nine (9) shall take Principles of Learning and Teaching:
19 Grades 5-9 (0523) - 161.

20 (3) An applicant applying only for certification for teacher of exceptional children
21 shall not be required to take a separate pedagogy test established in this section. The
22 content area test or tests established in Section 2 of this administrative regulation shall
23 fulfill the pedagogy test requirement for a teacher of exceptional children.

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1 (4) An applicant for certification at the secondary level grades eight (8) through
2 twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

3 (5) An applicant for certification in all grades with a content area (e.g., art, music,
4 etc.) shall take either:

5 (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

6 (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

7 (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

8 (6) An applicant for [~~career and technical education~~] Career and Technical Education
9 certification in grades five (5) through twelve (12) shall take either:

10 (a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

11 (b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

12 (7) An applicant for a restricted base certificate shall take one (1) of the following
13 pedagogy tests corresponding to the grade range of the specific restricted base certificate:

14 (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;

15 (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or

16 (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

17

18 Section 4. Assessment Recency. (1) A passing score on a test established at the time
19 of administration shall be valid for the purpose of applying for certification for five (5)
20 years from the test administration date.

21 (2) A teacher who fails to complete application for certification to the Education
22 Professional Standards Board within the applicable recency period of the test and with
23 the passing score established at the time of administration shall retake the appropriate test

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1 or tests and achieve the appropriate passing score or scores required for certification at
2 the time of application.

3 (3) The test administration date shall be established by the Educational Testing
4 Service or other authorized test administrator.

5

6 Section 5. (1) An applicant for initial certification shall take the assessments on a date
7 established by:

8 (a) The Educational Testing Service;

9 (b) The Education Professional Standards Board for special administration; or

10 (c) The agency established by the Education Professional Standards Board as the
11 authorized test administrator.

12 (2) An applicant shall authorize test results to be forwarded by the Educational
13 Testing Service, or other authorized test administrator, to the Kentucky Education
14 Professional Standards Board and to the appropriate teacher preparation institution where
15 the applicant received the relevant training.

16 (3)(a) Public announcement of testing dates and locations shall be issued sufficiently
17 in advance of testing dates to permit advance registration.

18 (b) An applicant shall seek information regarding the dates and location of the tests
19 and make application for the appropriate examination prior to the deadline established
20 and sufficiently in advance of anticipated employment to permit test results to be
21 received by the Education Professional Standards Board and processed in the normal
22 certification cycle.

23

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1 Section 6. An applicant shall pay the appropriate examination fee established by the
2 Educational Testing Service or other authorized test administrator for each relevant test
3 required to be taken.

4

5 Section 7. An applicant who fails to achieve at least the minimum score on any of the
6 appropriate examinations may retake the test or tests during one (1) of the scheduled test
7 administrations.

8

9 Section 8. The Education Professional Standards Board shall collect data and conduct
10 analyses of the scores and institutional reports provided by the Educational Testing
11 Service or other authorized test administrator to determine the impact of these tests. (11
12 Ky.R. 672; eff. 12-11-84; Am. 12 Ky.R. 1883; eff. 7-2-86; 14 Ky.R. 1967; eff. 5-9-88; 21
13 Ky.R. 3076; 22 Ky.R. 283; eff. 8-3-95; 23 Ky.R. 2856; 3351; eff. 3-6-97; 24 Ky.R. 1141;
14 1508; eff. 1-12-98; 25 Ky.R. 429; 841; eff. 10-1-98; 26 Ky.R. 439; 746; 1001; eff. 10-11-
15 99; 28 Ky.R. 933; eff. 12-5-2001; recodified from 704 KAR 20:305, 7-2-2002; 29 Ky.R.
16 1862, 2272; eff. 3-19-03; 30 Ky.R. 2321; 31 Ky.R. 24; eff. 8-6-04; 1863; 32 Ky.R. 37;
17 eff. 8-5-05; 33 Ky.R. 3032; 3330; eff. 6-1-07.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Educator Preparation Program Quality Measurement Committee Recommendation

Applicable Statutes and Regulation:

KRS 161.028
KRS 161.030
16 KAR 5:010

Applicable Goals:

- Goal 1: 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.
- Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

In May 2007, the Education Professional Standards Board appointed the Educator Preparation Program Quality Measurement (EPPQM) Committee to review the current Kentucky Educator Preparation Program (KEPP) Report Card system and to recommend changes where necessary. In June 2007, based on the recommendation of the EPPQM committee, the EPSB waived the use of the Quality Performance Index portion of the 2007 KEPP report card. Since that time, the EPPQM has developed a recommendation of alternative measures to replace the Quality Performance Index (QPI) and to supplement the current KEPP report card. The committee has determined that the KEPP Report Card should be modified to include both accountability and constructive measures. The constructive measures will include both data and narrative information specific to each institution in order to provide a complete picture of the unit's quality. The committee does not endorse the development of a single bright-line¹ index by which to determine the annual educator preparation program quality. Instead, the committee acknowledges that multiple measures with acceptable floors (bright-lines) should be used. The committee recommends that individual subcommittees be formed in order to develop each of these measures. An action item detailing individual subcommittees and timelines for the development and implementation of the EPPQM recommendations will be brought to the EPSB at a future board meeting. The complete EPPQM committee recommendation is provided under separate cover. Below is a brief summary of the recommendation.

¹ According to Merriam-Webster's online dictionary (<http://www.m-w.com/dictionary/bright-line>), bright-line is defined as providing an unambiguous criterion or guideline especially in law.

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1. The committee recommends that the QPI be replaced with multiple accountability and constructive measures instead of one accountability index score.
2. The committee recommends implementation of the following accountability measures:
 - a. Praxis II measurements
 - b. KTIP Pass Rates (with redesigned scoring format)
 - c. Revised New Teacher Survey (aligned to Revised Kentucky Teacher Standards)
 - d. Advanced program measure(s) (to be determined after the master's redesign process has been implemented and reviewed)
3. The committee recommends using the following constructive measures:
 - a. Program Completion Rates
 - b. Service Area Responsiveness
 - c. Professional Educator Data System report data
 - d. Accreditation Status
 - e. Program Review Data
 - f. Value-Added Methodologies
4. The committee recommends that subcommittees be formed to develop and implement each of the accountability and constructive measures with the EPPQM committee acting in an advisory capacity to the sub-committees.
5. The committee recommends that educator preparation units not be held accountable for these new measurements for at least 1 year after implementation.
6. The committee recommends that documentation be developed so that the accountability/constructive measures can be used by EPSB staff and board members to reliably determine the quality of each institution's unit. This documentation should be developed during and/or immediately following the development/implementation phase of each measure.
7. The committee recommends that the EPSB staff gather the accountability/constructive measurement information and submit an annual Quality Review Report to the board.
8. The committee recommends that a decision concerning levels of quality be based on review of all accountability/constructive measures for each educator preparation unit.
9. The committee recommends that the following levels be used to define unit quality:
 - a. Satisfactory Performance
 - b. At Risk of Low Performance
 - c. Low Performance

Please refer to the actual recommendation (under separate cover) for further information.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item C

Information Item:

2007 National Board Certified Teacher Data

Applicable Statute or Regulation:

KRS 161.131

Applicable Goals:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Background:

Created by educators and policymakers, the National Board for Professional Teaching Standards (NBPTS) is an independent, nonprofit, nonpartisan and nongovernmental organization. It was formed in 1987 to advance the quality of teaching and learning by developing professional standards for accomplished teaching, creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts.

The NBPTS reported in its December 3, 2007 press release that this year the number of teachers achieving National Board Certification rose by 8,491, which is the largest one-year increase in the history of the National Board for Professional Teaching Standards. According to the NBPTS website, there are now 63,852 National Board Certified Teachers (NBCTs) nationwide.

Kentucky contributed to the nation's 2007 numbers by 252 new teachers achieving National Board Certification, giving Kentucky a total of 1,375 National Board Certified Teachers. Kentucky now ranks 8th in the nation in the number of new NBCTs and 12th in the total number of teachers who have achieved certification.

According to the NBPTS website, the top seven states with the highest number of teachers achieving National Board Certification in 2007 were Florida (1,675), North Carolina (1,442), South Carolina (651), Illinois (511), Washington (484), Oklahoma (439), and Virginia (285).

This same website listed the top eleven states with the highest number of teachers who have achieved National Board Certification: North Carolina (12,775), Florida (10,876), South Carolina (5,734), California (3,881), Ohio (2,759), Mississippi (2,685), Illinois (2,493), Georgia (2,443), Oklahoma (1,995), Washington (1,793), and Virginia (1,435).

Nearly 42 percent of all National Board Certified Teachers (NBCTs) are teaching in Title I schools as defined by the National Center for Education Statistics (NCES). (Note: This percentage is based on teachers whose schools could be identified as Title I using NCES

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criteria.) In Kentucky, 59% were identified by NBPTS as teaching in Title I schools by these same criteria.

A bar graph showing the total number of National Board candidates and certified teachers from 1993-1994 through 2007-2008 and a United States map showing the distribution of NBCTs nationwide are available under separate cover. A report listing the districts and schools where Kentucky's National Board Certified Teachers are employed will be generated and available in February.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item D

Information Item:

Action plan to address anticipated staff retirements

Applicable Statutes and Regulation:

KRS 61.510

Applicable Goal:

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations and established federal, state, and agency policies.

Background:

Currently the EPSB has 35 state employees. Of this number 21 are covered under the Kentucky Retirement System (KRS), and 14 are covered under the Kentucky Teachers' Retirement System (KTRS). The current issues regarding incentives for retirements relate only to those employees covered by KRS. These provisions apply to employees whose effective date of retirement is between February 1, 1999 and January 1, 2009 and who have at least 20 years of service credit as of January 1, 2009. There are no comparable changes to Kentucky Teachers Retirement System benefits.

There are five employees who may decide to retire by December 31, 2008. Four are in the KRS, and one is a member of KTRS.

Primary changes in legislation affecting KRS employee retirement benefits include the following:

- KRS 61.510 has a provision that expires January 1, 2009 which will change the "multiplier" in the benefit calculation from 2.2 back to 2.0. The section 2, 1(b) provided a temporary higher multiplier of 2.2 for a period of 10 years.
- KRS 61.510 also has a provision that expires January 1, 2009 which will change the "final compensation" calculation, for those who qualify, from the top 3 years' salary back to the top 5 years' salary. The section 3, 14(b) provided a temporary higher calculation of the final compensation for a period of 10 years.

Below is an example of how these changes will impact an employee.

Suppose an employee's top five years of salary were the following:

- 1 -- \$40,000
- 2 -- \$42,000
- 3 -- \$44,000
- 4 -- \$46,000
- 5 -- \$48,000

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Before January 1, 2009, this employee with 27 years of service would use a 2.2 multiplier on the top-three years' average salary (\$46,000). This calculation would result in an annual retirement benefit of \$27,324.

After January 1, 2009, this same employee with the same years of service would have his or her annual retirement calculated using a 2.0 multiplier on the top-five years' salary average (\$44,000). This calculation would result in an annual retirement of \$23,760, a difference of \$3,564.

Legislative Mitigation

A pre-filed bill (BR381) sponsored by Rep. Mike Cherry and Rep. Derrick Graham, if approved, will amend KRS 61.510 to extend the high-three final compensation window set to expire January 1, 2009, for those state employees eligible for the benefit based upon service credit as of December 31, 2008, and will amend KRS 61.595 to extend the 2.2 percent benefit factor window set to expire January 31, 2009, for those state employees eligible for the benefit based upon service credit as of December 31, 2008.

Agency Mitigation

See attached plan.

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EPSB Action Plan: Addressing Staff Retirements

Scope of Problem and Assumptions

Table 1 shows the four EPSB positions from which employees may retire by December 31, 2008. As the table indicates, only one employee will have the necessary 324 months of service (MOS) by December 2008. The remaining three employees that will have at least 240 MOS can purchase additional MOS. Respectively, these employees will need to purchase 39, 75, and 41 MOS to retire. A polling of the employees indicates a good possibility that three of the four will retire during 2008. This will not constitute a staffing crisis at the EPSB; nevertheless we will monitor our staffing patterns very closely.

Given that this timeframe for retirement does not fall during a period when the state personnel office reviews staffing patterns, it is not anticipated that there is any threat of losing the position slots. Certainly should we be notified differently from our employees, we will take all prudent steps to protect the vacant positions. The current biennium budget request contains an allotment to cover the costs of employee retirements.

Table 1: EPSB Employees in KRS

Position	EPSB Division	MOS on 12/2008	Sick Leave Payout	Annual Leave Payout	Comp Time Payout	FICA on Annual	FICA on Comp	Retirement on Comp	Total Cost to Agency
Int Po Anal IV	Exec Off	285	84,811	15,555	7,259	1,190	555	617	109,987
Ed Ad Po CN II	Cert	249	17,665	10,973	4,220	839	323	359	34,380
Int Po Anal II	Legal	283	2,533	4,582	2,864	351	219	243	10,792
* Int Po Anal II	Cert	341	3,070	5,035	3,070	385	235	261	12,057
TOTALS			108,079	36,145	17,413	2,765	1,332	1,480	167,216

* Retirement would not require purchase of service time

Position Descriptions

Table 2 shows the generic job descriptions as provided by the Personnel Cabinet. It should be noted that all of these positions are within the state merit system and all procedures for filling these positions are established by regulations promulgated by the Personnel Cabinet.

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Table 2: Job Descriptions

CLASS TITLE	Description
INTERNAL POLICY ANALYST IV	Provides administrative support for cabinet secretaries, agency heads and/or office heads and supervises staff activities related to studies of cabinet or agency operational policies and procedures for the purpose of defining cabinet or agency effectiveness and projecting budgetary needs and requests; and performs other duties as required
EDUCATION ADMINISTRATION PROGRAM CONSULTANT II	Under general direction, provides consultative services and technical assistance to local school district personnel and other state and private educational agencies in the development, coordination, implementation and monitoring of their educational programs; and performs other duties as required
INTERNAL POLICY ANALYST II	Conducts studies of operational policies and procedures primarily across agency organizational unit lines for the purpose of defining agency program effectiveness and projecting agency budgetary needs and requests; and performs other duties as required.

Action Steps:

1. All division directors are aware of employees within his or her division who could retire.
2. Division directors will work with the Deputy Executive Director to fill the positions as quickly as the state merit system will allow.
3. Division directors have communicated with employees our concern over multiple retirements and our appreciation of having as much notice as the employee is comfortable providing regarding his or her plans to retire.
4. Only one division may lose more than one employee. Recent as well as planned automation of agency processes in the Division of Certification and the use of experienced interim personnel will help during the transition period.
5. Division directors are aware that merit system positions must be posted for 10 days. The directors will be prepared in advance with the needed position description information, job interview questions, and interview committee members, so screening and interview turnaround will be minimized. (One director has already been contacted by merit employees in other agencies regarding the possibility of applying for positions here at the EPSB.)

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6. Cross training is being utilized as much as possible to minimize service reduction and institutional memory loss when retirements occur.
7. We will utilize our interim and seasonal positions to bridge any positions that we cannot fill in a timely manner.
8. Several employees who are eligible for retirement have expressed interest in returning to the EPSB once they qualify to come back. This is not unprecedented as we currently have three EPSB retirees who fill interim positions.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item E

Information Item:

A report on the year-to-date financial performance of the agency's programs and operations through December 31, 2007

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

Strategy 6.4 of the EPSB 2006-08 Goals and Strategies calls for semiannual budget reports to the EPSB. Since the agenda book is mailed prior to December 31st, the financial report will be provided in the board folders during the January EPSB meeting.

Groups/Persons Consulted:

All information is produced from information maintained in the eMARS financial system.

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Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item

Request approval to authorize the executive director to enter into contracts to conduct normal business operations.

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

Goal 6: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statues, regulations, and established federal, state, and agency policies.

Issue

Should the Education Professional Standards Board (EPSB) authorize the executive director to enter into the specified contracts to conduct normal business operations?

Background

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board." The EPSB approved procedures for seeking approval and authorization for entering financial agreements at the October 23, 2006, EPSB meeting.

Purpose of the contracts:

1. The EPSB will need to establish multiple contracts with institutions of higher education to provide teacher educators, training, site visits, and other services for the KTIP mentoring program. Within their assigned regions, the institutions will organize and assign a teacher educator to serve on each KTIP intern committee and complete at least 4 on-site visits. They will provide training sessions to the committees on Teacher Performance Assessment and provide necessary materials to the KTIP coordinators.
 - Approximate cost of the contracts: \$1,500,000
 - Impact on budget: These expenditures were included in the FY 2009-10 biennial budget. These contracts will only be valid if the appropriate funding is approved by the General Assembly for the next biennium.
 - Type of entity providing service: Higher education agencies
 - Bidding process: An RFP will be published to solicit proposals for these services.

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- Singular vs. continuing service: Continuing
2. The EPSB will need to establish multiple contracts with institutions of higher education to provide administrator educators, training, site visits and other services for the KPIP mentoring program. Within their assigned regions, the institutions will organize and assign an administrator educator to serve on each KPIP intern committee and complete at least 4 on-site visits. They will provide regional workshops and training sessions to the committee members and provide necessary materials to the KPIP coordinators.
 - Approximate cost of the contracts: \$ 250,000
 - Impact on budget: These expenditures were included in the FY 2009-10 biennial budget requests. These contracts will only be valid if the appropriate funding is approved by the General Assembly for the next biennium.
 - Type of entity providing service: Higher education agencies
 - Bidding process: An RFP will be published to solicit proposals for these services.
 - Singular vs. continuing service: Continuing
 3. A modification to a personal service contract with Ms. Melissa Miracle is necessary to provide funds for a mandatory contribution to KTRS (13.105% of earnings) and Medicare (1.45% of earnings). This contract for consulting services is for the period of October 1, 2006 through June 30, 2008. Although contributions are being made to KTRS and Medicare, the original contract did not include funds to cover these contributions. The additional funds will increase the 2-year contract from \$131,300.00 to \$147,340.56.
 - Approximate cost of the contracts: \$ 16,040.56
 - Impact on budget: These expenditures were included in the FY 2008 budget.
 - Type of entity providing service: Individual consultant
 - Bidding process: Not necessary
 - Singular vs. continuing service: singular

Alternative Actions

1. Authorize the executive director to issue an RFP and enter into all of the contracts awarded from that RFP.
2. Do not approve the issuance of the RFP and awarding of the contracts.
3. Authorize RFP and request further review of contract awards before completion.

Staff Recommendation

Alternative 1

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Rationale

Items (1) and (2) - The contracts are statutorily required for the administration of these programs.

Item (3) - The contributions to KTRS and Medicare for Ms. Miracle are required by law. If this amendment is not approved, Ms. Miracle's number of hours of work would have to be reduced in order to not exceed the total approved funds for this contract.

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Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

16 KAR 7:010. Kentucky Teacher Internship Program, Amendment, Notice of Intent

Applicable Statute or Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goals:

Goal 4: Every credentialed educator participates in a high quality induction into the profession and approved educational advancement programs that support effectiveness in helping all students achieve.

Background:

In October 2002 the United States Department of Education awarded the Education Professional Standards Board a Title II Teacher Quality Enhancement Grant, which proposed investigating an alternative teacher performance assessment to replace the assessment used in the Kentucky Teacher Internship Program (KTIP). Through the grant, the Kentucky Teacher Internship Program Teacher Performance Assessment (KTIP TPA) was designed.

In June 2006, the Education Professional Standards Board voted to adopt the Teacher Performance Assessment for use in KTIP and implement a phase-in schedule that allowed local districts and schools to use the KTIP TPA on a volunteer basis during 2006-2007 and 2007-2008 with mandatory use by all new interns beginning KTIP on or after January 1, 2008.

During the 2006-2007 school year, 271 interns completed the KTIP TPA. Through KTIP TPA trainings and these internships, input was gathered, and in November 2007, the Education Professional Standards Board reviewed proposed changes to 16 KAR 6:010 and the KTIP Intern Performance Record.

Staff now presents to the Board for action the following proposed changes in the attached regulation and the KTIP Intern Performance Record:

Page 45,	Lines	12-14	Definition of Confirmation of Employment
Pages 46-47,	Lines	16-10	Requirements of the TPA
Page 47,	Lines	11-13	Reference to the scoring rubrics in the TPA IPR
Page 49,	Lines	06-07	Timeline for assigning a Teacher Educator
Page 49,	Lines	09-10	Timeline for submission of Confirmation of Employment
Page 55,	Lines	18-21	Delete hours approved for RTs entering time into IMS
Page 60,	Lines	05-19	Submitting documents for unsuccessful internships

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Page 60,	Lines 07-08	Delete the final report accompanying resource teacher timesheet
Page 62,	Lines 13-15	Delete statement that EPSB staff shall refuse RT payment
Pages 62-63,	Lines 19-07	Delete old Section 8 referring to TPA use by certain dates
Pages 64-65,	Lines 20-16	Appeals process; deletion of beginning teacher committee sending written response regarding intern's appeal
Page 68,	Lines 09-15	Delete incorporations by reference of unnecessary or outdated documents, or documents defined in the regulation

In addition to these proposed changes, references to the *Kentucky Teacher Standards* and deletions of the *New Teacher Standards* have been made throughout the regulation. References to the participation of some interns in TPA and others in regular KTIP have been deleted. In addition, other minor changes are proposed throughout the regulation to offer clarification.

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1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 7:010. Kentucky Teacher Internship Program.**

4 RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

5 STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new
7 teachers and out-of-state teachers with less than two (2) years of successful teaching experience
8 who are seeking initial certification in Kentucky shall serve a one (1) year internship. This
9 administrative regulation establishes the requirements for the Kentucky Teacher Internship
10 Program.

11 Section 1. Definitions.

12 (1) "Confirmation of Employment" means the electronic form or a hardcopy of the same
13 name that is contained in the electronic system used by the Education Professional Standards
14 Board and used to document employment of a teacher intern.

15 (2[+]) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of
16 certification.

17 (3[2]) "Instructional day" means a day that:

18 (a) The teacher intern is performing regular teaching responsibilities in an instructional
19 setting, or is completing professional development for compensation from the district or
20 employing school; and

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1 (b) Does not include annual leave, sick leave, or other authorized or unauthorized leave
2 time.

3 (4[3]) "Resource Teacher Time Sheet" means [~~a copy of~~]the electronic document or a
4 hardcopy of the same name that is contained in the electronic system used by~~[on]~~ the Education
5 Professional Standards Board and used to record in-class hours and, for compensation, resource
6 teacher out-of-class hours.~~[(EPSB) Web site, www.kyepsb.net and in the publication, "Guiding~~
7 ~~and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship~~
8 ~~Program Participants."]~~

9 —(5[4]) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2)
10 years of successful teaching experience, preschool through grade twelve (12), who has obtained
11 a provisional certificate and is seeking initial certification in Kentucky.

12 Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A
13 teacher intern and the beginning teacher committee shall follow the requirements established in
14 this administrative regulation [~~and in "Guiding and Assessing Teacher Effectiveness: A~~
15 ~~Resource Guide for Kentucky Teacher Internship Program Participants"~~].

16 (a) 1. The intern shall successfully complete a KTIP Teacher Performance Assessment. 2.
17 The assessment shall be organized according to three cycles of the internship year and shall be a
18 set of ten teaching tasks designed to provide interns the opportunity to demonstrate performance
19 of the Kentucky Teacher Standards.

20 (b) The ten teaching tasks shall be grouped into three components as follows:

21 **1. Component I: Classroom Teaching**

22 a. Task A: Develop a Lesson Plan

23 b. Task B: Demonstrate Teaching Skills during Classroom Observation

1 c. Task C: Analyze and Evaluate Teaching of a Lesson

2 **2. Component II: Professional Responsibilities**

3 a. Task D: Collaborate to Address Special Learning Needs

4 b. Task E: Assess and Manage Professional Growth

5 c. Task F: Demonstrate Professional Leadership

6 **3. Component III: Instructional Unit**

7 a. Task G: Design Learning Objectives and Assessments for an Instructional Unit

8 b. Task H: Design Instructional Strategies and Activities for the Instructional Unit

9 c. Task I: Analyze, Use and Communicate Unit Learning Results

10 d. Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

11 (2) In arriving at its professional judgment, the beginning teacher committee shall utilize the
12 scoring rubrics contained within the Kentucky Teacher Internship Program Teacher Performance
13 Assessment Intern Performance Record, incorporated by reference, and take into consideration
14 the progress of the teacher intern throughout the school year and, particularly, the level of
15 performance that has been achieved near the end of the internship. The beginning teacher
16 committee shall determine the progress and improvement of the teacher intern, pursuant to KRS
17 161.030, by:

18 (a) A systematic observation of classroom performance;

19 (b) An ongoing review of documented evidence developed by the intern of progress toward
20 demonstration of the applicable standards; and

21 (c) A review of the teacher intern's response to the suggestions and recommendations made by
22 the beginning teacher committee during its meetings with the teacher intern throughout the
23 internship.

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1 (3) Throughout the internship, the teacher intern and the beginning teacher committee shall
2 utilize the Kentucky~~[New]~~ Teacher Standards [~~for Preparation and Certification~~] established by
3 the Education Professional Standards Board in 16 KAR 1:010. Interns and their committees
4 [~~utilizing the new Teacher Performance Assessment~~] shall use the indicators~~[benchmarks]~~ for
5 each standard as outlined in the Teacher Performance Assessment Handbook.

6 [~~(4) For interns and committees utilizing the new Teacher Performance Assessment, the intern~~
7 ~~shall demonstrate a Leadership Standard. Scoring for the Leadership Standard shall not apply to~~
8 ~~a determination of the intern's success or failure of the internship.~~]

9 Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts
10 shall maintain a pool of resource teachers and principals who have successfully completed the
11 Kentucky Teacher Internship Program Committee training in order to assure eligibility for
12 appointment to beginning teacher committees.

13 (b) The Kentucky Teacher Internship Program Committee training may be approved for up to
14 twelve (12) hours of professional development credit toward the continuing education
15 requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional
16 Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

17 (2) The employing school district shall recommend principals and resource teachers for
18 appointments by the Education Professional Standards Board to beginning teacher committees.

19 (3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school
20 without a principal, the accrediting organization's guidelines for designating the school head or
21 school leader shall be used by the employing school in making the recommendation for
22 appointment of the principal member. If no guidelines exist, the school shall provide a written
23 rationale for the appointment to the Education Professional Standards Board for approval.

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1 (4) Representatives of the teacher training institutions shall consult the Education Professional
2 Standards Board with respect to the school districts and the geographical area to be served by
3 teacher educator members on beginning teacher committees. All teacher educators shall have
4 completed the Kentucky Teacher Internship Program Committee training in order to assure
5 eligibility for appointment to beginning teacher committees.

6 (5) The teacher training institution shall appoint a teacher educator no later than thirty (30)
7 days after being notified by the district of the need for a teacher educator~~[October 1 for the fall~~
8 ~~semester and February 15 for the spring semester]~~. If the teacher intern is employed after the date
9 required to submit the Confirmation of Employment in accordance with Section 4(3)(a) of this
10 administrative regulation~~[for appointment of the teacher educator]~~, the teacher training
11 institution shall appoint a teacher educator no later than ten (10) days after being notified by the
12 district of the need for a teacher educator.

13 (6) If the superintendent or designated nonpublic school head or leader determines that a
14 teacher educator is unsuitable for appointment, the superintendent or designated nonpublic
15 school head or leader shall submit a written request for removal to the Education Professional
16 Standards Board. The request shall contain the following:

17 (a) The facts and circumstances that form the basis for removal for cause; and

18 (b) The name of a qualified replacement submitted after consultation with the principal of the
19 employing school and the~~[district or employing school]~~ Kentucky Teacher Internship Program
20 University and District Coordinators.

21 (7) The Education Professional Standards Board shall send written notification to the teacher
22 intern, the beginning teacher committee, the superintendent or designated nonpublic school head
23 or leader, and the teacher training institution of its decision regarding the request for removal.

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1 Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one
2 (1) year internship shall be completed during one (1) of the following:

3 (a) No less than 140 instructional days of employment in a certified position in the intern's
4 area of certification for which the teacher intern receives compensation during one (1) school
5 year; or

6 (b) Two (2) semesters totaling at least 140 instructional days of employment in a certified
7 position in the intern's area of certification for which the teacher intern receives compensation in
8 two (2) consecutive school years.

9 (2) The internship shall be established for each teacher intern whose initial employment
10 begins at any time during the school term except if the date of employment does not allow for
11 completion of at least seventy (70) instructional days of employment during the school year. If
12 the period of employment is less than seventy (70) instructional days in a school year, the local
13 school district shall declare an emergency as provided in KRS 161.100, authorizing the
14 superintendent to request an emergency teaching certificate. The employing school district shall
15 be responsible for providing assistance and supervision to the new teacher during the period of
16 employment under an emergency certificate.

17 (3)(a) The school district or nonpublic school shall complete and submit to the Education
18 Professional Standards Board the Confirmation of Employment in electronic form or in hard
19 copy if the electronic submission system is unavailable:

20 1. Within 30 days from date of hire or o[Θ]n or before October 15, whichever occurs first, for
21 a teacher intern participating in the internship for the fall semester or full year; or

22 2. Within 30 days from date of hire or o[Θ]n or before February 15, whichever occurs first,
23 for a teacher intern participating in the internship for the spring semester.

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1 (b) If the teacher intern begins employment after the dates established for submission of the
2 Confirmation of Employment in paragraph (a) of this subsection, the school district or employing
3 school shall submit the Confirmation of Employment in electronic form or in hard copy if the
4 electronic submission system is unavailable within ten (10) days of the date of hire. A one (1)
5 year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and
6 16 KAR 4:050.

7 (c) If the district or employing school fails to report verification of enrollment in the
8 internship by the applicable date established in paragraph (a) or (b) of this subsection, and there
9 is insufficient time remaining for the teacher intern to complete the number of days required
10 under subsection (1) of this section, the district or employing school shall declare an emergency
11 as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next
12 semester of employment when at least seventy (70) instructional days are available.

13 (d) Failure to submit the completed Confirmation of Employment or declare an emergency in
14 accordance with paragraph (a), (b), or (c) of this subsection shall:

- 15 1. Be a violation of KRS 161.020; and
- 16 2. Result in the number of days the teacher intern taught without a valid certificate being
17 included in the out of field report submitted to the Commissioner of the Department of Education
18 in accordance with KRS 161.1221.

19 (4) A teacher intern may participate in the internship if the intern is teaching in the intern's
20 area of certification on at least a half-time basis. A school district or nonpublic school offering
21 employment to a new teacher for part-time services which do not conform to the definition of
22 half-time basis shall request a waiver from the Education Professional Standards Board staff for
23 the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request

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1 shall detail how the part-time employment offered by the district or nonpublic school is
2 commensurate with the half-time basis requirement of this administrative regulation.

3 (5)(a) Termination or resignation of the internship shall be prohibited unless a written
4 resignation detailing the facts surrounding the resignation is received and approved by:

- 5 1. The superintendent or designated nonpublic school head or leader; and
- 6 2. The Education Professional Standards Board staff.

7 (b) A teacher intern who terminates or resigns the internship without the approval of the
8 Education Professional Standards Board staff shall be recorded as unsuccessfully completing the
9 internship for that school year.

10 (6) The internship shall be established in a classroom which corresponds to the certificate of
11 the teacher intern. An internship shall not be established in a classroom designated as an
12 alternative school, classroom or program unless the district superintendent or designated
13 nonpublic school head or leader submits a written request for a waiver to the staff of the
14 Education Professional Standards Board. The request shall include the following:

- 15 (a) The type of students that attend the alternative school, classroom or program;
- 16 (b) The student selection and placement process;
- 17 (c) The level of support for students and faculty provided by the district or nonpublic school;
- 18 (d) The degree of administrative support within the program, classroom or school;
- 19 (e) The location and facility that houses the program, classroom or school;
- 20 (f) The instructional resources available to the faculty;
- 21 (g) The curriculum used by the program, classroom or school;
- 22 (h) The manner in which the program, classroom or school collaborates with other schools
23 within the district;

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1 (i) The current faculty and staff positions assigned to the program, classroom or school;

2 (j) A brief description of how a teacher intern placed in the alternative program, classroom or
3 school could demonstrate that the teacher intern has met all of the applicable standards;

4 (k) Contact information for an individual who could provide additional information about the
5 request; and

6 (l) A signed affidavit by the superintendent, the superintendent's designee, or the designated
7 nonpublic school head or leader confirming the information.

8 (7) The Education Professional Standards Board staff shall grant the waiver if there is a
9 determination that the request and accompanying documentation sufficiently demonstrate that
10 the level of support and services provided to the teacher intern assigned to an alternative school,
11 classroom, or program is equivalent to that provided to a teacher intern placed in a non-
12 alternative setting, and that the intern assigned to the alternative school, classroom, or program
13 shall be provided the opportunity to successfully demonstrate all Kentucky Teacher Standards.

14 (8) If the waiver is granted, it shall remain in effect for the duration of the internship.

15 Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher
16 Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher
17 Committee Meetings. (1) The principal member of the three (3) person beginning teacher
18 committee shall serve as chair and shall be responsible for convening the committee and
19 coordinating its efforts by scheduling observations and committee meetings. The chair shall be
20 responsible for the timely submission of all documents and reports of the beginning teacher
21 committee as required by this administrative regulation. All documents and reports shall be
22 submitted through the electronic reporting system, or by hard copy if the electronic reporting
23 system is unavailable. In addition, the chair shall:

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- 1 (a)1. Make three (3) official observation visits to the teacher intern's classroom with each
2 observation lasting one (1) hour in duration or one (1) class period; or
- 3 2. Make two (2) one (1) hour or one (1) class period observation visits followed by an
4 observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom
5 lesson[s];
- 6 (b) Conduct a lesson plan review prior to each of the three (3) observations and a post-
7 observation conference after each observation;
- 8 (c) Report progress observed and concerns to the committee at the scheduled committee
9 meetings;
- 10 (d) Monitor the time that the resource teacher spends with the teacher intern both in and out of
11 class and sign the electronic version of the resource teacher time sheets or the hard copy of the
12 resource teacher time sheets if the electronic reporting system is unavailable; and
- 13 (e) Ensure that all program policies and procedures are followed.
- 14 (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's
15 progress in the internship.
- 16 (a) The resource teacher, upon completion of Kentucky Teacher Internship Program
17 Committee Training and upon appointment, shall begin to assist the teacher intern.
- 18 (b) The resource teacher shall spend a minimum of twenty (20) hours working with the
19 teacher intern in the classroom setting.
- 20 1. As a portion of the twenty (20) hours, the resource teacher shall conduct:
- 21 a. Three (3) official observations with each observation lasting one (1) hour in duration or one
22 (1) class period; or

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1 b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an
2 observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom
3 lesson[s].

4 2. The observations shall be preceded by a pre-observation conference and lesson plan review
5 and shall be concluded with a post-observation conference.

6 (c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource
7 teacher shall complete at least fifty (50) hours of out-of-class time identified in KRS 161.030 in
8 consultation with the teacher intern to:

9 1. Assist the teacher intern in the development of the professional growth plan;

10 2. Assist the teacher intern in areas identified in the professional growth plan;

11 3. Assist the teacher intern with instructional activities such as planning, management
12 techniques, assessment, and parent conferences;

13 4. ~~Assist the intern in a[A]rranging[e activities for the teacher intern such as]~~ attendance at
14 seminars, conferences, or lectures offering educational assistance commensurate with the teacher
15 intern's professional growth plan;

16 5. Continually assess the teacher intern's progress in the internship in relation to each of the
17 Kentucky[~~new~~] T[~~t~~]eacher S[~~s~~]tandards; and

18 ~~[6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of~~
19 ~~that document if the electronic reporting system is unavailable. This document is located within~~
20 ~~"Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher~~
21 ~~Internship Program Participants," incorporated by reference.]~~

22 (d) The resource teacher shall divide the consultation time required in paragraphs (b) and (c)
23 of this subsection into appropriate increments that provide support for the teacher intern

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1 throughout the internship~~semester~~. The resource teacher shall not spend this required
2 consultation time with the teacher intern at required in-school or district-wide meetings, or any
3 other activity for which the resource teacher receives compensation from the district or
4 employing school, to include a professional development activity.

5 (3) The teacher intern shall:

6 (a) Complete all requirements of the Kentucky Teacher Internship Program as established in
7 KRS 161.030 and this administrative regulation, including compliance with the Kentucky~~new~~
8 T~~t~~eacher S~~s~~tandards;

9 (b) Attend the orientation, pre-observation and post-observation conferences with individual
10 committee members, and all beginning teacher committee meetings;

11 (c) Participate with the resource teacher in the fifty (50) hours of consultation time to be spent
12 outside of an instructional setting;

13 (d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional
14 observation;

15 (e) Complete a professional growth plan (PGP);

16 (f) Prepare for three (3) official one (1) hour observations by each committee member during
17 the year, including submitting a written lesson plan to the observer in a timely fashion prior to
18 each visit. Each observation shall be one (1) hour in duration or one (1) class period;

19 (g) Develop documentary evidence of progress toward demonstration of the applicable
20 standards for presentation and review at committee meetings; and

21 (h) Review all electronic documents completed by the beginning teacher committee and affix
22 an electronic signature if required. If the electronic version of the documents is~~are~~ unavailable

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1 through the electronic reporting system, the teacher intern shall review and sign hard copy
2 versions of these documents.

3 (4) The teacher educator shall:

4 (a)1. Make three (3) official observations of the teacher intern with each observation lasting
5 one (1) hour in duration or one (1) class period; or

6 2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by
7 an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom
8 lesson[s];

9 (b) Conduct a lesson plan review prior to each of the three (3) observations and a post-
10 observation conference after each observation; and

11 (c) Report progress observed and concerns to the committee at the scheduled committee
12 meetings.

13 (5) Observations and committee meetings shall be scheduled in accordance with the
14 following:

15 (a) The orientation meeting shall be held prior to the conduct of any formal classroom
16 observations of the teacher intern;

17 (b) The classroom observations by all committee members shall occur prior to the
18 corresponding committee meeting;

19 (c)[b]) The classroom observations and second committee meeting shall be held between one

20 (1) and sixty (60) instructional days following the orientation meeting[~~and shall have been~~
21 ~~preceded by classroom observations by all committee members];~~

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1 (d[e]) The classroom observations and third committee meeting shall be held between sixty-
2 one (61) and 110 instructional days following the orientation meeting [~~and shall have been~~
3 ~~preceded by classroom observations by all committee members~~]; and

4 (e[d]) The review of the video or classroom observations and fourth committee meeting shall
5 be held between 111 and 140 instructional days following the orientation meeting [~~and shall have~~
6 ~~been preceded by classroom observations by all committee members~~].

7 (6) Committees formed during the spring semester shall establish a meeting schedule that
8 observes the time sequences established in subsection (5) of this section for the full-year teacher
9 interns but which shall span the spring and fall semesters of two (2) consecutive school years.

10 (7)(a) Classroom observations conducted by committee members shall be:

11 1. Of at least one (1) hour or one (1) class period in duration; and

12 2. In the classroom or at the work station of the teacher intern.

13 (b) Additional classroom observations may be conducted at the option of the committee.

14 (c) All classroom observations shall be scheduled in advance in order to provide adequate
15 time for preparation by the teacher intern.

16 (8) All members of the committee shall attend all four (4) meetings of the committee.

17 (9) At the orientation meeting of the beginning teacher committee, the following items shall
18 be addressed:

19 (a) Expectations on the part of the teacher intern and each committee member;

20 (b) Procedures and materials for classroom observations;

21 (c) Use of classroom observation data in designing the teacher intern's professional growth
22 plan;

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1 (d) Requirements for the teacher intern for compiling documentary evidence of progress
2 toward demonstration of the applicable standards;

3 (e) General schedule for the events to take place during the internship program; and

4 (f) Work of the resource teacher with the teacher intern.

5 (10)(a) The primary purpose of the second and third committee meetings shall be to provide
6 the teacher intern with information based on classroom observations, review of the teacher
7 intern's documented evidence of progress toward demonstration of the applicable standards, and
8 reports of the resource teacher that shall support the growth of the teacher intern.

9 (b) The committee shall provide the teacher intern at the second, third, and fourth meetings
10 with a consensus assessment of the teacher intern's progress in the internship in relation to each
11 of the new teacher standards.

12 (11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

13 (12) The third meeting shall include a review of expectations for the performance of the
14 teacher intern, taking into account the reflections of the teacher intern and the committee
15 members, and incorporating these expectations and reflections into the PGP.

16 (13) The fourth meeting shall include a professional judgment by the committee members on
17 the satisfactory completion of the one (1) year internship. This judgment shall be based upon the
18 teacher intern's ability to meet the requirements of all Kentucky~~new~~ T~~t~~eacher S~~s~~tandards.

19 Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification
20 Actions.

21 (1)(a) The decision of the beginning teacher committee as to satisfactory completion of the
22 internship for all full-year teacher interns shall be reported by the chair to the local school

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1 superintendent or other employer and to the Education Professional Standards Board by May 1
2 or no later than two (2) weeks following the final committee meeting, whichever occurs first.

3 (b) For ~~[midyear]~~ teacher interns completing the internship in December, the final report shall
4 be submitted by December 15.

5 (c) If a teacher intern's performance is judged by the committee to be unsuccessful, the school
6 district or employing school shall submit the following documentation to the Education
7 Professional Standards Board by the above mentioned deadlines:~~[The final report shall be~~
8 ~~accompanied by the resource teacher time sheets.]~~

9 1. Record of Teacher Internship Year;

10 2. Resource Teacher Time Sheets;

11 3. All Teacher Performance Assessment documents;

12 4. School Calendar;

13 5. Video if available; and

14 6. Any electronic communication sent to intern along with read receipt and response back
15 from intern if available.

16 (d) All materials submitted become property of the Education Professional Standards Board
17 and shall not be returned to the teacher intern.

18 (2) Failure to meet the above deadlines may warrant action against the District
19 Superintendent's or employing school head or leader's certification.

20 (3~~[2]~~) If a teacher intern's performance is judged by the committee to be unsatisfactory, the
21 teacher intern shall have the opportunity to repeat the internship during one (1) additional school
22 year contingent upon employment within the period of validity of the statement of eligibility for
23 internship. If the teacher intern does not successfully complete the internship during the period of

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1 validity of the statement of eligibility, the teacher intern shall requalify for admission to the
2 remaining one (1) year of internship by meeting the requirements in effect at the time of
3 reapplication for certification.

4 (3)(a) If the teacher intern is unable to complete the internship within one (1) school year in
5 accordance with the requirements of Section 5 of this administrative regulation, an interim report
6 shall be submitted to the EPSB through the electronic system, or by hard copy if the electronic
7 system is unavailable within ten (10) days of the date the internship ceases.

8 (b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern
9 may continue the internship during a subsequent school year if employed in a public or
10 nonpublic accredited school. Extraordinary circumstances shall include:

- 11 1. Serious medical conditions;
- 12 2. Temporary disability; or
- 13 3. Military deployment.

14 (c) The provisions of Section 4 of this administrative regulation shall not apply in this
15 situation.

16 Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the
17 Education Professional Standards Board shall contract with the local school district, or make
18 other appropriate arrangements, for:

19 (a) The direct service of a resource teacher to each teacher intern; and

20 (b) [~~Participation in classroom observations and committee meetings; and~~

21 (c)] The employment of substitute teachers of up to 20 clock hours[~~to provide at least twenty~~
22 (~~20) clock hours of released time~~] for the resource teacher to observe and assist the teacher intern
23 during normal working hours.

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1 (2) A resource teacher shall:

2 (a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

3 (b) Be paid a stipend in accordance with subsection (3) of this section.

4 (3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

5 1. \$1,400 for a year of service; and

6 2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the
7 semester in which the mentoring occurred or on an annual basis [~~for full-year interns~~] with
8 payment being disbursed at the end of the one (1) year internship.

9 a. The frequency of the disbursement shall be at the option of the district if the resource
10 teacher is serving in a public school district.

11 b. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement
12 shall be determined by the submission of the resource teacher time sheets.

13 ~~(b) [If the school or school district where the internship takes place fails to submit the time
14 sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education
15 Professional Standards Board staff shall refuse payment of the stipend.]~~

16 (e)] The stipend shall be prorated if the required number of hours are not performed and
17 documented in legitimate and appropriate pursuit of successful completion of the internship
18 pursuant to the requirements of Section 5(2) of this administrative regulation.

19 ~~[Section 8. Use of the New Teacher Performance Assessment by Internship Participants. (1)
20 Beginning with the 2006-07 school year, and for full-year interns beginning the Fall of 2007, a
21 school or district may require all interns employed to use the new Teacher Performance
22 Assessment in lieu of the traditional internship assessments contained within "Guiding and~~

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1 ~~Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program~~
2 ~~Participants."~~

3 ~~—(2) Beginning January 1, 2008, all school districts and all nonpublic schools participating in~~
4 ~~the Kentucky Teacher Internship Program shall use the new Teacher Performance Assessment~~
5 ~~with all interns beginning their internship in lieu of the traditional internship assessments~~
6 ~~contained within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for~~
7 ~~Kentucky Teacher Internship Program Participants"~~

8 ~~—(3) Prior to serving as a member of the beginning teacher committee for a teacher intern using~~
9 ~~the new Teacher Performance Assessment, the principal, resource teacher, and teacher educator~~
10 ~~each shall have completed the new Teacher Performance Assessment internship committee~~
11 ~~training.~~

12 ~~—(4) During the year of the internship using the new Teacher Performance Assessment, the~~
13 ~~teacher intern and the beginning teacher committee shall utilize the Kentucky Internship Program~~
14 ~~scoring rubrics and forms contained within the Kentucky Teacher Internship Program Teacher~~
15 ~~Performance Assessment Handbook, incorporated by reference.~~

16 ~~—(5) To the extent that they do not conflict with this section, all other provisions of this~~
17 ~~administrative regulation shall apply to the intern using the new Teacher Performance~~
18 ~~Assessment.~~

19 ~~—(6) Participation in the Kentucky Teacher Internship Program using the new Teacher~~
20 ~~Performance Assessment shall not alter any rights ordinarily afforded to teacher interns or~~
21 ~~employing schools or school districts under the Kentucky Teacher Internship Program. Use of~~
22 ~~the new Teacher Performance Assessment shall not form a basis for appeal of a teacher intern's~~
23 ~~failure of the Kentucky Teacher Internship Program.]~~

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1 Section 8[9]. Appeals. (1)(a) The teacher intern shall file a written notice of appeal within
2 thirty (30) calendar days of the date the written notice of failure of the internship is received by
3 the teacher intern. If the teacher intern fails to maintain a current address with the Education
4 Professional Standards Board or refuses to claim the certified mail the intern shall file a written
5 notice of appeal within thirty-five (35) days of the date the notice is mailed to the teacher intern's
6 last known address.

7 (b) If a written notice of appeal is not received within the above timeline the KTIP
8 Committee's decision shall be final.

9 (2)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The
10 appeals committee shall include:

11 1. One (1) teacher;

12 2. One (1) principal;

13 3. One (1) teacher educator; and

14 4. The Executive Director of the Education Professional Standards Board, or his or her
15 designee.

16 (b) The committee members shall be chosen from a pool of committee candidates appointed
17 annually by the Education Professional Standards Board.

18 (c) An appeals committee member shall not take part in a decision in which the member has
19 an interest or is biased.

20 ~~[(1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The~~
21 ~~appeals committee shall include:~~

22 ~~—1. One (1) teacher;~~

23 ~~—2. One (1) principal;~~

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1 —3. One (1) teacher educator; and

2 —4. ~~The Executive Director of the Education Professional Standards Board, or his or her~~
3 ~~designee.~~

4 —(b) ~~The committee members shall be chosen from a pool of committee candidates appointed~~
5 ~~annually by the Education Professional Standards Board.~~

6 —(c) ~~An appeals committee member shall not take part in a decision in which the member has~~
7 ~~an interest or is biased.~~

8 —(2)(a) ~~The teacher intern shall file the appeal within thirty (30) calendar days of the date the~~
9 ~~written notice of failure of the internship is received by the teacher intern by certified mail return~~
10 ~~receipt requested. If the teacher intern fails to maintain a current address with the Education~~
11 ~~Professional Standards Board or refuses to claim the certified mail, the appeal shall be filed~~
12 ~~within thirty five (35) days of the date the notice is mailed to the teacher intern's last known~~
13 ~~address.~~

14 —(b) ~~Upon receipt of the appeal, the Education Professional Standards Board shall send a copy~~
15 ~~to the members of the beginning teacher committee. Each member may file a written response~~
16 ~~within fifteen (15) days of receipt.]~~

17 (3)(a) The appeals committee shall review the written appeal by the teacher intern, all
18 beginning teacher committee reports, any additional documentation that accompanied the final
19 report, and any written responses from the members of the beginning teacher committee.

20 (b) The appeals committee shall base its recommendation upon the following requirements:

21 1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky[new]
22 T[t]eacher S[s]tandards;

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1 2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty
2 (50) hours outside normal working hours spent by the resource teacher in assisting the teacher
3 intern;

4 3. Assignment of beginning teacher committee members in accordance with legal
5 requirements;

6 4. Compliance with the requirements for the timing, content, reporting, and signing of teacher
7 intern performance records, meeting and observation forms, and resource teacher time sheets;
8 and

9 5. Agreement between teacher intern performance records, professional growth plans,
10 beginning teacher committee meeting reports, the teacher performance assessment, and the final
11 decision of the committee.

12 (4) The appeals committee shall make a recommendation to the Education Professional
13 Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless
14 good cause exists for additional time. The Education Professional Standards Board shall issue a
15 final decision in each appeal reviewed by the appeals committee. The Education Professional
16 Standards Board may consider the appeals committee recommendation and the records reviewed
17 by the appeals committee in issuing its decision.

18 (5) If the decision of the beginning teacher committee is not upheld, the Education
19 Professional Standards Board shall issue the appropriate certificate to the teacher intern.

20 (6) If the decision of the beginning teacher committee is upheld, the Education Professional
21 Standards Board shall issue another Statement of Eligibility for Internship, unless:

22 (a) The teacher intern has exhausted the two (2) year provision for participation in the
23 Kentucky Teacher Internship Program; or

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1 (b) The period of validity of the statement of eligibility has expired.

2 (7) If, during the appeal process, it becomes evident that the beginning teacher committee has
3 committed some procedural violation during the internship which makes it impossible to
4 determine if the teacher intern has in fact been unsuccessful, the Education Professional
5 Standards Board may nullify the internship and allow the teacher intern to repeat the internship
6 without penalty.

7 (8) If the teacher intern is not satisfied with the decision of the board based on the
8 recommendation of the appeals committee, the teacher intern may request a formal hearing under
9 the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive
10 Director of the Education Professional Standards Board within fifteen (15) calendar days of the
11 date the board's decision is received by the teacher intern.

12 (9) In notifying the teacher intern of the board's decision, the Education Professional
13 Standards Board shall send the decision of the board by certified mail to the last known address
14 of the teacher intern. If the teacher intern fails to maintain a current address with the Education
15 Professional Standards Board~~[notify the Education Professional Standards Board of an updated~~
16 ~~or correct address]~~, or refuses to claim the certified mail ~~[when presented]~~, the request for a
17 hearing shall be filed in writing with the Executive Director of the Education Professional
18 Standards Board within (20) calendar days of the date the board's decision is mailed to the
19 teacher intern by certified mail.

20 Section 9[+0]. A teacher intern who has not successfully completed the internship and has
21 exhausted the two (2) year provision for participation in the Kentucky Teacher Internship
22 Program shall not be eligible for a Kentucky teaching certificate under this administrative
23 regulation.

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1 Section 10[14]. An intern serving the internship in Interdisciplinary Early Childhood
2 Education (IECE) shall successfully demonstrate the Kentucky[~~new~~] T[~~t~~]eacher S[~~s~~]tandards as
3 adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record
4 Observation Instrument incorporated by reference.

5 Section 11[12]. Incorporation by Reference. (1) The following material is incorporated by
6 reference:

7 (a) KTIP Intern Performance Record, October 2007 edition; and

8 (b) KTIP IECE Intern Performance Record, July 2007 edition.

9 [~~(a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher~~
10 ~~Internship Program Participants," March 2005 edition;~~

11 ~~—(b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;~~

12 ~~—(c) "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook",~~
13 ~~June 2006 edition;~~

14 ~~—(d) KTIP TPA Intern Performance Record, June 2006 edition; and~~

15 ~~—(e) "IECE Observation Instrument", January 2005 edition.]~~

16 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at
17 the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky
18 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25
19 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff.
20 8-15-01; Recodified from 704 KAR 20:690, 7-2-02; 30 Ky.R. 372; 902; 1198; eff. 12-1-03; 31
21 Ky.R. 1868; 32 Ky.R. 40; eff. 8-29-05; 33 Ky.R. 843; 1277; eff. 12-1-06.)

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on February 29, 2008 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until February 29, 2008. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

Contact Person: Alicia A. Sneed, Director of Legal Services
Education Professional Standards Board
100 Airport Road, Third Floor
Frankfort, KY 40601
(502) 564-4606
FAX: (502) 564-7080

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REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed, Director of Legal Services

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the requirements, duties of participants, timelines, and assessment of the Kentucky Teacher Internship Program.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to codify the rights, duties, and responsibilities of all participants in the Kentucky Teacher Internship Program.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028 establishes the Education Professional Standards Board and empowers the Education Professional Standards Board to establish the standards and requirements for maintaining a teaching requirement. KRS 161.030(5) provides that all new teachers and out-of-state teachers with less than two (2) years of experience shall serve a one (1) year internship. This administrative regulation complies with the requirements of KRS 161.030 by establishing appropriate timelines, assessments, and due process procedures for the one (1) year internship.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation will assist in effective administration of the statute by complying with the requirements of KRS 161.030 by establishing the requirements, duties of participants, timelines, and assessments of the Kentucky Teacher Internship Program.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment will change the existing administrative regulation by establishing the requirements of a new scoring rubric and system of assessment for the Kentucky Teacher Internship Program. The amendment also implements training requirements for members of the Kentucky Teacher Internship Committee. Any other proposed changes to this regulation are designed to improve the clarity of the regulation.

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(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to provide notice to the participants of the Kentucky Teacher Internship Program of the changes to the scoring rubrics and assessments.

(c) How the amendment conforms to the content of the authorizing statutes: This amendment complies with the requirements of KRS 161.030 by establishing appropriate timelines, assessment, and due process procedures for the Kentucky Teacher Internship Program.

(d) How the amendment will assist in the effective administration of the statutes: This amendment will improve the assessment currently used in the Kentucky Teacher Internship Program making the internship a more beneficial experience for the intern.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: This administrative regulation will affect approximately 2,500 applicants seeking initial teaching certification in Kentucky, 174 valid school districts, dozens of private schools along with their staff, and the 22 university and college educator preparation programs.

(4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts and private schools will have to ensure that their staff, who participate in the Kentucky Teacher Internship Program are trained to use the new scoring rubrics and assessments. The university and college preparation programs may choose to incorporate the new scoring rubrics and assessments into their programs. Regional universities are required by KRS 161.030 to provide training for the internship committee members. Trainers from these universities will need the required training of the new materials and processes.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should not be any additional cost to the entities impacted by the regulation. The Education Professional Standards Board will bear the cost of training all participants in the Kentucky Teacher Internship Program.

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(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The new scoring rubrics and assessments will provide the intern with more feedback. The new assessments focus on student learning and assessment and will provide the intern with valuable classroom skills. School districts will benefit from well trained beginning teachers.

(5) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: \$5,000,000

(b) On a continuing basis: \$5,000,000

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Funds provided by the General Assembly for the Kentucky Teacher Internship Program.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary to implement this administrative regulation.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: This administrative regulation does not establish any fees, or directly or indirectly increase fees.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, Tiering is not applied as every intern has to meet the same standards and each internship is to be conducted in a uniform manner.

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FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.: 16 KAR 7:010
Sneed

Contact Person: Alicia A.

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts and the Education Professional Standards Board.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028(1) and KRS 161.030

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. Any costs to the school districts shall be covered by the Education Professional Standards Board. There should be no additional costs to the Education Professional Standards Board as improvements to the rubrics is currently budgeted.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated. The Kentucky Teacher Internship Program is not a revenue generating program.

(c) How much will it cost to administer this program for the first year? There should be no additional costs to the Education Professional Standards Board as improvement to the rubrics is currently budgeted.

(d) How much will it cost to administer this program for subsequent years? There should be no additional costs to the Education Professional Standards Board as improvement to the rubrics is currently budgeted.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Board approval of Performance Learning Systems to provide remedial training for educators with disciplinary cases before the EPSB

Applicable Statute:

KRS 161.028, KRS 161.120, KRS 161.175

Applicable Goals:

Goal III: Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

Issue:

Should the Education Professional Standards Board approve Performance Learning Systems to provide remedial training/ professional development for individuals with disciplinary cases before the EPSB?

Background:

Pursuant to its authority under KRS 161.120(1), the EPSB “may . . . impose probationary or supervisory conditions upon . . . any certificates” issued by the agency. In recent years, the EPSB has used this penalty to rehabilitate or remediate educators who are brought before the board for misconduct by ordering the educators to attend specific professional development or training in hopes of preventing further incidents of misconduct. In addition, at the November 19, 2007 board meeting, the EPSB amended its probable cause policy to include “deferral for training,” which will be used as a diversionary option for educators who are brought before the board for minor offenses.

Currently only one company, Educational Development Associates, LLC (EDA), has been officially approved by the board to provide remedial training. EDA only provides a twelve (12) hour professional development course in ethics. The course, which currently has both a live and an on-line component, covers a wide variety of ethical topics, including sexual misconduct, professional responsibilities, and appropriate use of technology. This training has been nationally recognized and has served the EPSB’s needs well; however, many educators reported for misconduct need training other than ethics training. In the past few years, the board has referred educators to several types of training, including classroom management, Kentucky Redbook/appropriate fiscal conduct, and cultural competency/comprehension.

With the increase in the types of training ordered, the Division of Legal Services staff has reviewed and preapproved seminars as they are submitted by individual educators to ensure that they meet the necessary standards. Since the staff is already overwhelmed by the increase in case load, this has proved to be a daunting task. Requests have been made to several providers, including educational cooperatives and the Kentucky Education

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Association, to submit programs for official board approval, not only to ease the staff's work load, but also to provide a list of approved training for educators to consider when they are required to attend trainings. Many educators have been unable to find quality trainings in their home areas, and the staff has had difficulty guiding them toward appropriate trainings because of the lack of approved providers. Without sufficient trainings being offered, many disciplinary cases have been unable to be resolved by agreement in a timely fashion, and many educators deferred for training have become frustrated with the process.

During the past year, discussions were held with Performance Learning Systems, Inc. (PLS), a national provider of education courses and professional development with an office in Cadiz, Kentucky, to see if the company would be willing to seek approval to offer remedial trainings. Attached under separate cover is a letter of intent from PLS received this December. Legal staff, with some greatly appreciated assistance from the Division of Educator Preparation, reviewed the course syllabus for the currently offered online program on Classroom Management, which consists of approximately forty clock hours of instruction and contact time. The staff believes this program would meet the needs of many emergency-certified educators who are reported to the board for inappropriate classroom disciplinary behavior. This course would also be an excellent resource for experienced educators who have had repeated reports of misconduct due to their inability to control classroom behavior.

PLS is also proposing to provide throughout the state two-day onsite seminars focusing on classroom management skills. This program should suffice for many of the individuals who are deferred by the board for Classroom Management training. The seminars would be located according to data provided to PLS by the Division of Legal Services so that they will be readily accessible in areas where they are needed. The staff would be able to provide dates and locations for the programs on the EPSB website, as well as notify the educators when they are deferred for training that this is an approved training. As with the EDA training, this training would not be mandatory to fulfill the board-ordered requirement but would be a pre-approved option for educators.

Enclosed under separate cover is the program syllabus, requirements for program facilitators, and curriculum vitae of the program designers.

Alternative Actions:

1. Approve Performance Learning Systems, Inc. to provide remedial training in classroom management
2. Do not approve Performance Learning Systems, Inc. to provide remedial training in classroom management

Staff Recommendation:

Alternative 1

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Rationale

Staff has reviewed the program curriculum and method of delivery provided by Performance Learning Systems, Inc. and found that the program will address the needs of the educators referred to remedial training for classroom management. In addition, having a pre-approved provider for classroom management will assist educators deferred for training or ordered to remedial training to complete this condition in a timely manner.

Contact Person:

Ms. Alicia A. Sneed
Director of Legal Services
(502) 564-4606
E-mail: alicia.sneed@ky.gov

Executive Director

Date:

January 14, 2008

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Asbury College: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

Goal 1: 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.

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at Asbury College?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Asbury College on March 10 – 14, 2007. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its November 27, 2007 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes on page 95) and reviewed the accreditation materials including the institutional report, the BOE Report, and the unit's rejoinder.

The AAC discussed each area for improvement cited in the BOE Report. There were two new areas for improvement in Standard 4: Diversity cited in the BOE Report.

New:

- 1) Candidates have limited opportunities to work with candidates from diverse groups.
- 2) Candidates have limited opportunities to work with faculty from diverse groups.

The AAC voted to accept the areas for improvement in Standard 4 as cited in the BOE Report and by NCATE. Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the area for improvement listed above and recommends: (1) Accreditation and (2) Approval of the Initial and Advanced Level Educator Preparation Programs at Asbury College.

Groups/Persons Consulted

Content Area Program Reviewers
Continuous Assessment Review Committee
Reading Committee
Joint NCATE/State Board of Examiners Team
Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for Asbury College.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Asbury College.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Asbury College.

Issue Two: Program Approval

1. Accept the recommendation of the AAC and grant APPROVAL for the initial and advanced level educator preparation programs at Asbury College.
2. Modify the AAC recommendation and grant APPROVAL WITH CONDITIONS for the initial and advanced level educator preparation programs at Asbury College.
3. Do not accept the AAC recommendation and stipulate DENIAL OF APPROVAL for the initial and advanced level educator preparation programs at Asbury College.

AAC Recommendation:

Issue One: Alternative 1
Issue Two: Alternative 1

Rationale:

The Joint NCATE/State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

Contact Person:

Dr. Marilyn Troupe, Director
Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov

Executive Director

Date:

January 14, 2008

Accreditation Audit Committee (AAC)

**Education Professional Standards Board
Conference Room A
November 27, 2007**

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Shirley Nelson
Jack Rose
Ann Walls
Tim Watkins
Zella Wells
Diane Woods-Ayers

EPSB Staff Present:

Marilyn Troupe
Allison Bell
Elizabeth Springate

Judi Conrad opened the meeting at 9:15 a.m. and announced a quorum was present.

APPROVAL OF MINUTES:

Motion made by Jack Rose, seconded by Diane Woods-Ayers, to approve the minutes from the August 14, 2007 AAC meeting.

Vote: Approve the motion (Yes: *Unanimous (7-0)*)

TRANSYLVANIA UNIVERSITY

Tim Watkins recused from the committee for this report.

Brenda McGown, who served as co-chair of the NCATE/state BOE team, gave a brief overview of the visit, including team representatives and the areas for improvement by standard. There was one corrected area for improvement in Standard 5: Faculty Qualifications, Performance, and Development: *Active engagement in service beyond the university community is limited. Also, sharing of scholarly and creative work with the wider professional community is limited at state, national, and international levels.* Ms. McGown attested there was sufficient evidence provided by the unit to merit removing this area for improvement. There were no continued areas for improvement. There was one new area for improvement in Standard 4. Ms. McGown also discussed the difference between the area for improvement cited by the BOE team and the one cited by NCATE as indicated below:

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BOE Report: *There is limited ethnic and racial diversity among the candidate population in the teacher education unit.*

NCATE Action Report: *Candidates have limited opportunities to interact with ethnically diverse and male candidates.*

Dr. Angela Hurley, Chair of the Education Department at Transylvania University, gave the presentation on behalf of the unit. She spoke to the area for improvement added by NCATE and provided a summary of percentages of male candidates. She also identified the strengths of the program – diverse faculty, an emphasis on diversity across the curriculum (emphasis in every course), and the numerous opportunities for candidates to work with diverse P-12 students. She attested that the unit consistently monitors its recruitment plan and that there is scholarship money available specifically for ethnically and racially diverse candidates. Dr. William Pollard, Provost of Transylvania University, echoed the statements of Dr. Hurley. He also stated that the unit's "infusion model" approach to the curriculum is being used to provide direction for the entire university.

Questions and comments from the AAC committee members related to the cited area for improvement. Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted unanimously (6-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted unanimously (6-0) to agree with the corrected areas for improvement cited in the BOE Report.
- 3) Initially voted (3-3) to agree with the new area for improvement cited in the BOE Report. After discussion and clarification of the question, a revote was taken which resulted in a 4-2 (No: Jack Rose and Shirley Nelson) decision to accept the new area for improvement cited in the BOE Report.

In addition to decisions identified above, the AAC recommends **PROGRAM APPROVAL** and **ACCREDITATION** for Transylvania University (Vote: Unanimous (6-0)).

ASBURY COLLEGE

Diane Woods-Ayers recused from the committee for this report.

Jacqueline Hansen, who served as co-chair of the NCATE/state BOE team, provided an overview of the team and the last minute changes to the team membership. She avowed that this change did not have a negative impact on the visit. She also gave a thorough overview of the team's deliberations on each of the standards, particularly in regards to the areas for improvement cited in Standard 4:

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- 1) Candidates have limited opportunities to work with candidates from diverse groups.
- 2) Candidates have limited opportunities to work with faculty from diverse groups.

Dr. Verna Lowe, Dr. Jon Kulaga, and Dr. Bonnie Banker represented Asbury College. Dr. Lowe presented on behalf of the unit. She presented a current status report of the college including the new strategic plan. She highlighted several examples of how the institution and the unit are committed to providing diverse experiences for the students. Dr. Lowe indicated part-time faculty representing ethnic and racial diverse populations are hired but were unfortunately unavailable at the time of the visit.

Questions and comments from the AAC committee members related to the cited areas for improvement. Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted unanimously (6-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Initially voted (6-0) to not agree with the new areas for improvement cited in the BOE Report. After discussion and disagreement of the rationale for the change to the areas for improvement, Zella Wells made a motion to revote on the New Areas for Improvement and Ann Walls seconded (Vote: 6-0). A revote was taken which resulted in a 3-3 (No – Shirley Nelson, Jack Rose, and Tim Watkins; Yes- Zella Wells, Ann Walls, and Judi Conrad) decision to accept the new area for improvement cited in the BOE Report. After a lengthy discussion, Jack Rose made a motion to vote a third time on accepting the new areas for improvement cited in the BOE Report and Zella Wells seconded (Vote: 6-0). The AAC voted to accept the new areas for improvement cited in the BOE Report (4-2; Shirley Nelson and Tim Watkins voted No).

In addition to decisions identified above, the AAC recommends **PROGRAM APPROVAL** and **ACCREDITATION** for Asbury College (Vote: Unanimous (6-0)).

The next meeting of the AAC is scheduled for March 27 with the start time at 9:00 a.m. and then first institution on the agenda to be scheduled for 10:00 a.m. The hour is to be used for the committee to review the standards and decision rules.

A motion to adjourn was made. Meeting adjourned at 12:00 p.m.

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 19. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Accredite; or

b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

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

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

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

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

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

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

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(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
2. Misrepresents its accreditation status to the public;
3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
4. Fails to submit annual reports or other documents required for accreditation.

(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

1. A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial or revocation of state accreditation and who applies to the EPSB within the fifteen (15) months immediately following the denial or revocation of state accreditation shall receive the certificate or advancement in rank; and

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

Transylvania University: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

Goal 1: 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.

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial level preparation programs at Transylvania University?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Transylvania University on February 24 – 28, 2007. The BOE also reviewed program review documents as part of the on-site visit and found them to be in compliance with program guidelines as established and approved by the EPSB. At its November 27, 2007 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes on page 95) and reviewed the accreditation materials including the institutional report, the BOE Report, and the unit's rejoinder.

The AAC discussed each area for improvement cited in the BOE Report and clarified the one changed by NCATE. There was one corrected area for improvement cited in Standard 5: Faculty Qualifications, Performance, and Development.

Corrected: Active engagement in service beyond the university community is limited. Also, sharing of scholarly and creative work with the wider professional community is limited at state, national, and international levels.

There was one new area for improvement in Standard 4: Diversity cited in the BOE Report.

New: There is limited ethnic and racial diversity among the candidate population in the teacher education unit.

This area for improvement was changed by NCATE as follows: Candidates have limited

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opportunities to interact with ethnically diverse and male candidates.

The AAC agreed that the area for improvement in Standard 5 had been corrected. The committee also voted to accept the area for improvement in Standard 4 as cited in the BOE Report.

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the area for improvement listed above and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL LEVEL EDUCATOR PREPARATION PROGRAMS at Transylvania University.

Groups/Persons Consulted

Content Area Program Reviewers
Continuous Assessment Review Committee
Reading Committee
Joint NCATE/State Board of Examiners Team
Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION for Transylvania University.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Transylvania University.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Transylvania University.

Issue Two: Program Approval

1. Accept the recommendation of the AAC and grant APPROVAL for the initial level educator preparation programs at Transylvania University.
2. Modify the AAC recommendation and grant APPROVAL WITH CONDITIONS for the initial level educator preparation programs at Transylvania University.
3. Do not accept the AAC recommendation and stipulate DENIAL OF APPROVAL for the initial level educator preparation programs at Transylvania University.

AAC Recommendation:

Issue One: Alternative 1
Issue Two: Alternative 1

Rationale:

The Joint NCATE/State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

Contact Person:

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Executive Director

Date:

January 14, 2008

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 19. Official State Accreditation Action by the Education Professional Standards Board. (1) A recommendation from the Accreditation Audit Committee shall be presented to the full EPSB.

(2) The EPSB shall consider the findings and recommendations of the Accreditation Audit Committee and make a final determination regarding the state accreditation of the educator preparation unit.

(3) Decision options following a first accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in the EPSB's action report.

2. The next on-site visit shall be scheduled five (5) years following the semester of the visit;

(b) Provisional accreditation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. The unit has accredited status but shall satisfy provisions by meeting each previously-unmet standard. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the accreditation decision, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the provisional accreditation decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Accredite; or

b. Revoke accreditation.

2. If the unit is accredited, the next on-site visit shall be scheduled for five (5) years following the semester of the first accreditation visit;

(c) Denial of accreditation. This accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates; or

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

(4) Decision options following a continuing accreditation visit shall include:

(a) Accreditation.

1. This accreditation decision indicates that the unit meets each of the six (6) NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the professional education unit shall be expected to describe progress made in addressing the areas for improvement cited in EPSB's action report.

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

(b) Accreditation with conditions.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards. If the EPSB renders this decision, the unit shall maintain its accredited status, but shall satisfy conditions by meeting previously unmet standards. EPSB shall require submission of documentation that addresses the unmet standard or standards within six (6) months of the decision to accredit with conditions, or shall schedule a visit focused on the unmet standard or standards within two (2) years of the semester that the accreditation with conditions decision was granted. If the EPSB decides to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two (2) years. Following the focused visit, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

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

(c) Accreditation with probation.

1. This accreditation decision indicates that the unit has not met one (1) or more of the NCATE standards and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. As a result of the continuing accreditation review, the EPSB has determined that areas for improvement with respect to standards may place an institution's accreditation in jeopardy if left uncorrected. The institution shall schedule an on-site visit within two (2) years of the semester in which the probationary decision was rendered. This visit shall mirror the process for first accreditation. The unit as part of this visit shall address all NCATE standards in effect at the time of the probationary review at the two (2) year point. Following the on-site review, the EPSB shall decide to:

a. Continue accreditation; or

b. Revoke accreditation.

2. If accreditation is continued, the next on-site visit shall be scheduled for five (5) years after the semester of the probationary visit; or

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(d) Revocation of accreditation. Following a comprehensive site visit that occurs as a result of an EPSB decision to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one (1) or more of the NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates. Accreditation shall be revoked if the unit:

1. No longer meets preconditions to accreditation, such as loss of state approval or regional accreditation;
2. Misrepresents its accreditation status to the public;
3. Falsely reports data or plagiarized information submitted for accreditation purposes; or
4. Fails to submit annual reports or other documents required for accreditation.

(5) Notification of EPSB action to revoke continuing accreditation or deny first accreditation, including failure to remove conditions, shall include notice that:

(a) The institution shall inform students currently admitted to a certification or rank program of the following:

1. A student recommended for certification or advancement in rank within the twelve (12) months immediately following the denial or revocation of state accreditation and who applies to the EPSB within the fifteen (15) months immediately following the denial or revocation of state accreditation shall receive the certificate or advancement in rank; and

2. A student who does not meet the criteria established in subparagraph 1 of this paragraph shall transfer to a state accredited education preparation unit in order to receive the certificate or advancement in rank; and

(b) An institution for which the EPSB has denied or revoked accreditation shall seek state accreditation through completion of the first accreditation process. The on-site accreditation visit shall be scheduled by the EPSB no earlier than two (2) years following the EPSB action to revoke or deny state accreditation.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

Western Kentucky University – Environmental Education Endorsement, Grades P-12
(Graduate Level)

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal 1: 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.

Issue:

Should the EPSB approve the following educator preparation program addition?

WESTERN KENTUCKY UNIVERSITY

8.0 ENDORSEMENTS

Environmental Education, Grades P-12

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set by the EPSB. An Executive Summary of the program is attached.

Groups/Persons Consulted:

Content Area Program Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

Recommendation:

Alternative 1

Agenda Book

Rationale:

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

January 14, 2008

Executive Summary
Endorsement for Environmental Education
Western Kentucky University

General Description of the Program: This 12-hour endorsement in environmental education will provide teachers P-12 with the skills to be a leader in environmental education at the class, school, and school system level. The program is constructed in conjunction with national standards developed by the North American Association for Environmental Education (Simmons, et al, 2004) and in conjunction with the Master Plan for Environmental Education (Kentucky Environmental Education Council, 2004), approved by the Kentucky legislature. Completion of the endorsement for environmental education is for persons currently in graduate programs or those interested in extending and improving their professional skills.

Continuous Assessment: Continuous formal and informal assessment procedures will be used to document and systemically monitor student progress through the education program in order to determine the degree to which students have internalized and can demonstrate proficiency with both the Kentucky Teacher Standards and the North American Association for Environmental Education Standards. A minimum of a 3.0 GPA in the endorsement classes plus review of individual programs with persons seeking the endorsement will be used as the two principal continuous assessment components. Because this endorsement can be part of Rank II and Rank I programs, completion requirements for those programs would of course be required as well.

Program Resources: The Center for Math, Science and Environmental Education at Western Kentucky University, the National Park System - Mammoth Cave National Park, the Kentucky Environmental Education Council, the Kentucky University Partnership for Environmental Education, the North American Association for Environmental Education, the Kentucky Association for Environmental Education, The Kentucky Virtual University, University of Wisconsin – Stevens Point, and international consultants in several countries all contribute to the wealth of resources available to the program.

Mode of Delivery: Hands-on, experiential, interdisciplinary, out-of-doors, in-doors, cooperative learning and teaching, team-teaching, and collaborative are the primary descriptors of instruction for the environmental endorsement. In addition, two elective courses are offered online.

Faculty: Dr. Terry Wilson is the coordinator of the environmental education endorsement program at Western Kentucky University and is supported by three support faculty who are employed full time that continuously and consistently assist the Center for Math, Science and Environmental Education. Additionally, there are other faculty in the college as well as teachers in the field who collaborate and provide assistance in planning and instruction to connect Kentucky Standards and classroom pragmatics to this endorsement program.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item G

Action Item:

Northern Kentucky University – School Superintendent

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 5:010

Applicable Goal:

Goal 1: 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.

Issue:

Should the EPSB approve the following educator preparation program addition?

NORTHERN KENTUCKY UNIVERSITY

10.0 INSTRUCTIONAL LEADERSHIP

School Superintendent

Background:

KRS 161.028 and KRS 161.030 provide for the EPSB to establish curricula for educator preparation programs in Kentucky and approve such programs at institutions of higher education. The Division of Educator Preparation, a Content Area Program Review Committee, and the Reading Committee evaluated the program review documents submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements set by the EPSB. An Executive Summary of the program is attached.

Groups/Persons Consulted:

Content Area Program Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed educator preparation program addition
2. Do not approve the proposed educator preparation program addition

Recommendation:

Alternative 1

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Rationale:

The proposed educator preparation program addition meets the performance-based program requirements as established by the EPSB.

Contact Person:

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Executive Director

Date:

January 14, 2008

EXECUTIVE SUMMARY

Unit Theme: “Providing for the educational needs of all students.”

Description: The Department of Teacher Education and School Leadership preparation program will add the Professional Certificate for Instructional Leadership – School Superintendent to the existing program at Northern Kentucky University (NKU). The current program offers the Principal Preparation Certification.

Continuous Assessment: Continuous assessment of the unit, program and candidates is an institutional and intentional process in the College of Education and Human Services. Admission criteria include a minimum of three years teaching experience, a master’s degree, certification as a principal or supervisor, and two years service as a school or district leader. The admissions screening process will also include an interview with university and school leaders of the Teacher Education and School Leadership Admissions Committee. Candidates will be continually assessed for mastery of the Interstate Leadership Licensure Consortium (ISLLC) Standards, National Education Technology Standards for Administrators (NETS-A) and the Code of Ethics for Kentucky School Certified Personnel. Practicum courses will be taken concurrently with each content course to provide monitored practice of new leadership concepts and knowledge. Exit criteria will include satisfactory completion of all requirements and a working portfolio. The Advanced Superintendent Program faculty will use candidate performance data to measure the progress of individual candidates and aggregate the data to determine program effectiveness.

Unique Features and Mode of Delivery: The courses will be conducted in a professional learning community environment in a delivery format using a combination (hybrid) of face to face classes and on-line instruction. The course content relates the actual professional practice of principals and superintendents to the ISLLC standards of practice. Candidates will have the opportunity to experience superintendent leadership roles in their practicum placements and action research projects.

Rationale for Program Implementation: This program is submitted in response to the need for superintendent certification to area school leaders. Northern Kentucky school leaders have been limited to NKU options while pursuing leadership preparation programs. The University of Kentucky has provided the professor to teach the course series in our region. Our instructional leadership faculty team has had repeated requests to offer the series of courses needed for this certification. With the availability of experienced superintendents the Teacher Education and School Leadership staff, NKU is prepared to offer the Superintendent Certification to our regional school leaders.

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

RELATES TO: KRS 161.028, 161.030, 164.945-164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and for programs of preparation for teachers and other professional school personnel, and KRS 161.030(1) requires all certificates issued under KRS 161.010 to 161.126 to be issued in accordance with the administrative regulations of the board. This administrative regulation establishes the standards for accreditation of an educator preparation unit and approval of a program to prepare an educator.

Section 20. Program Approval Action Outside the First or Regular Continuing Accreditation Cycle. (1) Approval of a program shall be through the program process established in Section 11 of this administrative regulation except that a new program not submitted during the regular accreditation cycle or a program substantially revised since submission during the accreditation process shall be submitted for approval by the EPSB prior to admission of a student to the program.

(2) For a new or substantially revised program, the EPSB shall consider a recommendation by staff, including review by the Continuous Assessment Review Committee, Content Program Review Committee and the Reading Committee.

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

(4) Program approval decision options shall be:

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

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

1. Approval; or
2. Denial of approval; or

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

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

- (a) Approval;
- (b) Approval with conditions; or
- (c) Denial of approval for the program.

(6) If the EPSB denies approval of a program, the institution shall notify each student currently admitted to that program of the EPSB action. The notice shall include the following information:

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

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

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver A

Action Item:

Request to waive language in 16 KAR 7:020. Kentucky Principal Internship Program

Applicable Statute or Regulation:

KRS 161.027

16 KAR 7:020 Section 1(1)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 7:020 that requires a minimum of two (2) years successful experience serving as a certified principal in a Kentucky public school or a nonpublic school which meets the state performance standards in order to be exempt from the Kentucky Principal Internship Program (KPIP)?

Background:

Ms. Janie Anthony is requesting that the Education Professional Standards Board grant a waiver of the language in 16 KAR 7:020 that requires her to have a minimum of two (2) years successful experience serving as a certified principal in a Kentucky public school or a nonpublic school which meets the state performance standards in order to be exempt from the Kentucky Principal Internship Program (KPIP).

Ms. Anthony holds a Statement of Eligibility and is currently employed as an assistant principal at Meredith Dunn School of Louisville. She has been employed in this role since the beginning of the 2006-2007 school year. According to the records provided by Ms. Anthony, she was employed by St. Bernard School as an assistant principal from August 2001 until June 2006 and filled the role of principal during much of the 2004-2005 school year due to health issues of the principal. Meredith Dunn School is accredited by the National Association of Independent Schools, and St. Bernard School is accredited by the Kentucky Non-Public School Commission.

Alternative Actions:

1. Approve the waiver request
2. Do not approve the waiver request

Staff Recommendation:

Alternative Action 2

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Rationale:

According to 16 KAR 7:020, an applicant for principal certification requesting exemption from KPIP must have *two years of successful experience serving as a certified principal* in a Kentucky public school or a nonpublic school which meets the state performance standards. Although Ms. Anthony has experience as an assistant principal at a nonpublic school which meets the state performance standards, she was not certified during the time of her experience and does not have two years of experience as a principal.

Contact Person:

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Executive Director

Date:

January 14, 2008

16 KAR 7:020. Kentucky Principal Internship Program.

RELATES TO: KRS 161.020, 161.027, 161.028

STATUTORY AUTHORITY: KRS 161.027, 161.028

NECESSITY, FUNCTION, AND CONFORMITY: KRS requires a certificate of legal qualifications for each public school position for which a certificate is issued. KRS 161.027 requires that an applicant for certification as school principal with less than two (2) years of appropriate service complete a one (1) year principal internship program. This administrative regulation establishes the requirements for the Kentucky Principal Internship Program required by KRS 161.027.

Section 1. An applicant for principal certification requesting exemption from the Kentucky Principal Internship Program as allowed by KRS 161.027 shall submit to the Education Professional Standards Board proof of:

(1) A minimum to two (2) years successful experience serving as a certified principal in a Kentucky public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting agency. The two (2) years of experience shall have been within a period of ten (10) years prior to the most recent application for principal certification and shall be confirmed by the school official responsible for evaluating the applicant during the time of employment as a school principal; or

(2) A minimum of two (2) years of successful out of state experience serving as a state certified school principal....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item, Waiver B

Action Item:

Request to waive language in 16 KAR 6:010. Written examination prerequisite for teacher certification

Applicable Statutes and Regulation:

KRS 161.028

KRS 161.030

16 KAR 6:010 Section 2(3)(d), (5)(d)

Applicable Goal:

Goal 2: Every professional position in a Kentucky public school is staffed by a properly credentialed educator.

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 pertaining to the Kentucky assessment requirements for middle school and secondary social studies certification?

Background:

Mr. Anthony Garcia is seeking middle school and secondary social studies certification. He has completed and passed the following California Teacher Certification Tests:

Test	Test Date	Results
<i>CSET Social Science I</i> (114)	January 25, 2003	Pass
<i>CSET Social Science II</i> (115)	January 25, 2003	Pass
<i>CSET Social Science III</i> (116)	March 20, 2004	Pass

Mr. Garcia is requesting that the Education Professional Standards Board waive language in 16 KAR 6:010 that requires him to successfully complete the Praxis II:

- *Social Studies: Content Knowledge (0081)* and
- *Social Studies: Interpretation of Materials (0083)*

for Alternative Route Option 5 secondary social studies certification.

Please note if any individual has passed the appropriate secondary social studies tests and is also seeking middle school social studies certification, the individual is not required to take the middle school test. So, if the board waives (0081) and (0083), it will not be necessary for Mr. Garcia to successfully complete *Middle School Social Studies (0089)*.

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The results of staff's review of the test specifications show that the CSET *Social Science I, II, & III* are a combination of multiple-choice and constructed response items which include nearly identical content categories as the Praxis II tests, (0081) and (0083).

Alternative Actions:

1. Accept the *CSET Social Science I, II, and III* in place of the Praxis II *Social Studies: Content Knowledge (0081)* and *Social Studies: Interpretation of Materials (0083)* tests.
2. Do not accept the *CSET Social Science I, II, and III* in place of the Praxis II *Social Studies: Content Knowledge (0081)* and *Social Studies: Interpretation of Materials (0083)* tests.

Staff Recommendation:

Alternative Action 1

Rationale:

The CSET *Social Science I, II, & III* items include nearly identical content categories as the Praxis II tests, (0081) and (0083). In addition, many of the questions provided within the *CSET Social Science I, II, and III* test specifications actually require higher order thinking skills than those provided within the Test at a Glance documents of the Praxis II (0081) and (0083) tests.

Contact Person:

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Executive Director

Date:

January 14, 2008

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the test or tests and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) An applicant for elementary certification shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take the middle school content test or tests based on the applicant's content area or areas with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 157; or
- (d) Middle School Social Studies (0089) - 149.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each content test or test based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

- (a) Communication disorders:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2. Speech Language Pathology (0330) - 600;
- (b) Learning and behavior disorders:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2. Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;
- (c) Moderate and severe disabilities:
 - 1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
 - 2.a. Until August 31, 2007, Special Education: Teaching Students with Mental Retardation (0321) - 146;
 - b. Beginning September 1, 2007 and until August 31, 2008, Special Education: Teaching Students with Mental Retardation (0321) - 146 or Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;
 - c. Beginning September 1, 2008, Education of Exceptional Students: Severe to Profound Disabilities (0544) - 156;

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(d) Hearing impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157;
2. Education of Deaf and Hard of Hearing Students (0271) - 167; and
3. One (1) of the following tests with a passing score of "Intermediate Level":

- a. Sign Communication Proficiency Interview (SCPI); or
- b. Educational Sign Skills Evaluation (ESSE); and

(f) Visually impaired:

1. Education of Exceptional Students: Core Content Knowledge (0353) - 157; and
2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the content test or tests corresponding to the applicant's content area or areas with the passing scores identified in this subsection:

(a) Biology:

Content Knowledge (0235) - 146;

(b) Chemistry:

Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and
2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and
2. Social Studies: Interpretation of Materials (0083) - 159;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and
2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

Content Knowledge (0265) - 133; and

(g) Earth Science:

Content Knowledge (0571) - 145....