

Agenda Book
EPSB Meeting Agenda
EPSB Offices
100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
August 1, 2011

Monday, August 1, 2011

9:00 AM EDT

Call to Order

Roll Call

Recognition of Outgoing Board Member

Open Speak

Approval of Consent Items

- A. Approval of May 16, 2011 EPSB Minutes (**Pages 1-46**)
- B. Approval of Principal Redesign, University of Louisville (**Pages 47-50**) (Dr. Kim Walters-Parker)
- C. Occupation-based Career and Technical Education, Grades 5-12 (Bachelor's Level), Morehead State University (**Pages 51-56**) (Dr. Walters-Parker)
- D. Elementary Math Specialist Endorsement, Grades P-5 (Graduate Level), Western Kentucky University (**Pages 57-60**) (Dr. Walters-Parker)
- E. Japanese, Grades P-12 (Bachelor's Level), Murray State University (**Pages 61-64**) (Dr. Walters-Parker)
- F. Spanish, Grades P-12 (Bachelor's Level), Campbellsville University (**Pages 65-68**) (Dr. Walters-Parker)

Report of the Executive Director

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education

Report of the Chair

Committee Reports

Appointment of the Nominating Committee

Appointment of the Evaluation of the Executive Director Committee

Appointments to the Kentucky Advisory Council on Internships (KACI)

Appointments to the Continuous Assessment Review Committee (CARC)

Information/Discussion Item

- A. Awarded Contracts (**Pages 69-70**) (Mr. Gary Freeland)
- B. Financial Report for Fiscal Year 2011 (**Pages 71-72**) (Mr. Freeland)

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Action Items

- A. Alternative Certification Elementary and Secondary Programs, Jefferson County Public Schools (**Pages 73-86**)
(Dr. Walters-Parker)
- B. Accreditation of the Educator Preparation Unit and Approval of Programs, Eastern Kentucky University (**Pages 87-98**)
(Dr. Walters-Parker)
- C. Accreditation of the Educator Preparation Unit and Approval of Programs, University of the Cumberlands (**Pages 99-102**)
(Dr. Walters-Parker)
- D. Stage Three of Developmental Process for New Educator Preparation Programs, Boyce College (**Pages 103-106**)
(Dr. Walters-Parker)
- E. 16 KAR 5:020. Standards for Admission to Educator Preparation, Amendment, Final Action (**Pages 107-122**) (Dr. Walters-Parker)
- F. 16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching, Amendment, Final Action (**Pages 123-142**) (Dr. Walters-Parker)
- G. NCATE Alliance for Clinical Teacher Preparation (**Pages 143-144**) (Dr. Walters-Parker)
- H. 16 KAR 2:040. Interdisciplinary Early Childhood Education, Birth to Primary, Amendment, Final Action (**Pages 145-162**)
(Ms. Alicia Sneed)
- I. 16 KAR 9:090. University-Based Alternative Certification Programs for Teachers of World Languages, Final Action (**Pages 163-178**) (Mr. Mike Carr)

Alternative Route to Certification Applications

- A. David Case, Physics, Grades 8-12 (**Pages 179-182**) (Mr. Carr)
- B. Melinda Cumberledge, Music, All Grades (**Pages 183-185**)
(Mr. Carr)

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) 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:
September 19, 2011
EPSB Offices

The actions delineated below were taken in open session of the EPSB at the May 16, 2011 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

**Education Professional Standards Board (EPSB)
Summary Minutes of the Regular Business Meeting
EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, Kentucky
May 16, 2011**

Call to Order

Chair Lorraine Williams called the meeting to order at approximately 9:00 a.m.

Swearing In of New Board Members

Secretary Ashley Abshire swore in new board members Bradley Bielski, Barbara Boyd, Ellen Blevins, Allen Kennedy, Marie McMillen, and R. Anthony Strong.

New Board Member Introductions

The new board members introduced themselves to the board.

Ms. Marie McMillen teaches 7th and 8th grade reading and language arts at South Marshall Middle School. This is her 24th year in education with 12 years as a special education teacher. She also serves on the steering committee for teacher effectiveness and hopes her experiences will help serve the board.

Ms. Ellen Blevins is in her 26th year in education with 21 years as a mathematics teacher. She is currently serving as both a curriculum specialist and mathematics teacher.

Dr. Bradley Bielski is the vice president for academic affairs at Thomas More College. He has a background in teaching physical chemistry at the college level and is active at the Northern Kentucky Education Council. He looks forward to serving on the board as a representative for independent Kentucky colleges.

Mr. Allen Kennedy is a board member for the Hancock County Board of Education. He retired after 38 years from Aleris International as an HR manager. Mr. Kennedy also serves on the board of directors for the Kentucky School Board Association.

Mr. R. Anthony Strong currently serves as the superintendent of the Campbell County Schools, but beginning July 1 he will become superintendent of the Pendleton County Schools. A native of Western Kentucky, Mr. Strong has spent 21 years in education, 10 years of which was as a high school agriculture teacher.

Ms. Barbara Boyd is a 4th grade teacher at Maupin Elementary School in Jefferson County. In addition to elementary, Ms. Boyd has also taught middle school and special education. A native of Louisville, she currently serves on the board of directors for Jefferson County Teachers Association and a standing committee with the Kentucky Education Association.

Roll Call

The following members were present during the May 16, 2011, EPSB meeting: Bradley Bielski, Barbara Boyd, Ellen Blevins, Michael Dailey, John DeAtley, Cathy Gunn, Allen Kennedy, Marie McMillen, Sandy Sinclair-Curry, Bobbie Stoess, R. Anthony Strong, Tom Stull, Mark Wasicsko, Cassandra Webb, and Lorraine Williams. Lynn May and Zenaida Smith were absent.

Open Speak

There were no requests for Open Speak.

Approval of Consent Items

Chair Williams requested that board members identify any items on the consent agenda that they wished to discuss prior to taking final action. No items were identified.

2011-021

Motion made by Dr. Bradley Bielski, seconded Ms. Marie McMillen, to approve the following items on the consent agenda:

Consent Item A. Approval of March 7, 2011 EPSB Minutes

Consent Item B. Approval of Contracts

Consent Item C. University of Kentucky: Master of Education - Teacher Leader: Educational Leadership

Consent Item D. University of the Cumberland: Master of Arts in Education – Teacher Leader

Consent Item E. Lindsey Wilson College: Master of Education - Teacher as Leader

Consent Item F. Morehead State University: Education Specialist (Ed.S.) in Instructional Leadership - Principal Preparation Program, All Grades

Consent Item G. Northern Kentucky University: Education Specialist (Ed.S.) in Educational Leadership - Principal Preparation Program, All Grades

Vote: *Yes - 12*

Recuse – 3 (Cathy Gunn on Consent Item F, Sandy Sinclair-Curry on Consent Item E, Mark Wasicsko on Consent Item G)

Dr. Kim Walters-Parker recognized representatives from the institutions whose programs were approved.

Report of the Executive Director

Report from the Kentucky Department of Education

Mr. Michael Dailey reported on recent events at KDE:

*Kentucky's first year implementation response rate of 80% for the TELL Kentucky survey set a record. Interested parties may review the overall response rate and individual school and district response rates at www.tellkentucky.org. Results from the survey will be used to improve teaching and learning conditions around the state. Conclusions that can be derived from the data thus far indicate that the amount of time in the classroom is critical to instruction and professional development is key to transforming how we teach and learn.

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* The teacher and principal steering committees are continuing their work to fulfill their charge to create a fair and equitable professional growth and evaluation system. The system must include a comprehensive/holistic approach including multiple measures. The initial step was to create a foundation rubric as the first component, and then prepare for field testing beginning fall of 2011. KDE is close to beginning a field testing process with volunteer districts.

Report from the Council on Postsecondary Education (CPE)

Mr. John DeAtley reported on recent events at CPE:

- * CPE will finish setting college tuition at its June meeting at Transylvania University.
- * Work has already begun on the 2012 – 2014 budget request which will hopefully include monies for Senate Bill 1 (SB1) implementation.
- * Staff has approved learning outcomes for general education so that general education courses should transfer from one Kentucky public university to another based on the learning outcomes. This will help students progress without having to retake similar courses when transferring to a different university. Adopting the learning outcomes will require a regulation change.
- * Year 10 of the Improving Educator Quality Grants will be released in May with a due date of September. The professional development will be focused on the Core Academic Standards and Senate Bill 1 initiatives.
- * 7 out of 8 information workshops around SB1 implementation have been hosted collaboratively across the state with the Kentucky Center for Mathematics, KACTE, the Collaborative Center for Literacy Development, and the P-20 Innovation College and Career Readiness Lab at the University of Kentucky.
- * Through an RFP process, three academies are being established to promote college readiness and success through the development and implementation of collaborative activities with public universities and KCTCS institutions, P-12 schools, adult education programs, and independent colleges and universities.

TC-4 Online Application

Dr. Rogers reported that the EPSB Division of Certification will begin piloting an online certification system for emergency substitute teachers in May. Human resource staff from Jefferson and Fayette counties will come to Frankfort on May 19 to meet with EPSB staff members who will create the new online process. This system will mandate that TC-4 (emergency substitute teacher) applicants create an account with the EPSB and work with districts to enter their applications on-line each year. It will ensure that each candidate is checked against the NASDTEC Clearinghouse, which holds information on previous teacher certification problems in other states.

Data Dashboard

The EPSB is working on a data dashboard for teacher preparation programs that will look at demographic information. This is a precursor to the reactivation of the Quality Performance Index.

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Senate Bill 1 (SB1) Update

Ms. Linda Nickel, the EPSB project specialist for the P-20 data collaborative grant, and Dr. Pam Rogers, the SB 1 Initiative Coordinator for the Association of Independent Kentucky Colleges and Universities, gave an update to the board on the progress of the Senate Bill (SB) 1 implementation.

Report on Governor's Transforming Education in Kentucky (TEK) Task Force Recommendations

Ms. Linda Nickel gave a brief report on the TEK Task Force Recommendations. The presentation is posted on the EPSB website for districts and institutions to review. Mr. John DeAtley said some may not realize how closely KDE, CPE, and the EPSB work together on issues such as this. He also stated that Linda Nickel has been paramount to the P-20 data collaborative work.

Report of the Chair

Appointments to the Program and Accreditation Review Committee (PARC)

Chair Williams appointed Dr. Renee Campoy and Dr. Debbie Haydon to the PARC Committee.

Committee Reports

There were no committee reports.

Presentation

Morehead State University (MoSU) Residency Program with Rowan County Schools

Dr. Cathy Gunn introduced Rhonda Banks, principal at McBrayer Elementary; Erin Ashcraft, recent graduate of MoSU; and Kim Nettleton, Instructor Educator for MoSU, who gave an excellent presentation on the Morehead State University Residency Program with Rowan County Schools. The board gave very positive comments about the program. Dr. Gunn stated that the board could benefit from such presentations on a regular basis.

Information/Discussion Items

Awarded Contracts

Mr. Gary Freeland reported to the board on recently awarded contracts. Twenty Continuing Education Option (CEO) scorer contracts were renewed for a 12-month period in the amount of \$8,733.10 each (including fees and travel). Additionally, a contract was renewed for Linda Nickel, the P-20 data collaborative project specialist, for one year in the amount of \$36,667.05. STAR was awarded a one-year contract in the amount of \$47,000 to conduct a new teacher survey. Dr. Mark Wasicsko asked if the EPSB maintains records on CEO scorers for SACS eligibility purposes. Mr. Robert Brown said that the EPSB does have the CEO scorers' records.

New Regulation: University-Based Alternative Certification Programs for Teachers of World Languages, Notice of Intent

Mr. Mike Carr reported that after the January 2010 EPSB meeting, EPSB staff convened a World Language Program Group. This group has endorsed a new regulation for the development of new pathways to develop teachers of world languages to meet Kentucky's growing need in this area. The regulation is intended to provide guidance for IHEs in designing a flexible certification path to utilize the state's growing pool of well-educated candidates who can

demonstrate outstanding skills in a world language, but who do not hold academic degrees in a world language area. This proposed regulation will be brought before the board for possible final action in August.

16 KAR 2:040. Interdisciplinary Early Childhood Education (IECE), Birth to Primary, Notice of Intent

Ms. Alicia Sneed reported on amendments to 16 KAR 2:040. Previously, the board waived the testing provision contained in 16 KAR 2:040 while staff worked with the Education Testing Service (ETS) to develop an IECE test aligned with the Kentucky standards. That test has been adopted by the board. In order to ensure consistency in our regulations, staff is recommending that the reference to the required test and minimum passing score be removed from 16 KAR 2:040. Additional amendments to this regulation include several redundant and outdated provisions. This proposed regulation will be brought before the board for possible final action in August.

16 KAR 5:020. Standards for Admission to Educator Preparation, Notice of Intent

Dr. Kim Walters-Parker addressed the following proposed changes to 16 KAR 5:020:

1. Raise the minimum grade point average (GPA) for admission to a teacher preparation program from 2.5 to 2.75.
2. Require that prior to admission all candidates successfully demonstrate essential knowledge in the areas of mathematics, reading, and writing prior to admission.
3. Require that prior to admission to a teacher preparation program all candidates demonstrate an overall disposition essential to being an effective teacher in the areas of critical thinking, communication, creativity, and collaboration prior to admission to a teacher preparation program.
4. Stipulate that all teacher preparation programs submit an annual report and the particular information the report will provide.
5. Provide a date of September 1, 2012, for all amendments to this regulation to become effective.

Dr. Mark Wasicsko had a few questions and suggested the following changes regarding the proposed amendments:

- * Consider correlating the ACT with the pre-professional skills assessments skills test. Dr. Rogers stated that if this is considered, minimum scores in each subject area on the ACT should be determined as opposed to the composite score, to ensure no masked weaknesses in candidates.
- * On page 74, line 15 of the proposed amendment in the agenda book, it should include the wording “21st century skills” to read as follows, “Documentation that the candidate demonstrates an overall disposition and 21st century skills for the education profession, including:”
- * Rethink the requirement that a candidate shall not be permitted to accumulate more than three credit hours in required program courses prior to admission to the program. Three credit hours is too low.

Ms. Marie McMillen agreed. She suggested a candidate not be permitted to accumulate more than nine credit hours instead of the suggested three credit hours.

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* On page. 78, line 3 of the agenda book, the language should be made parallel to the language on page 75, line 5.

Dr. Cathy Gunn asked if there could be an impact on the GPA when universities use a different grading scale. Dr. Rogers stated that to his knowledge most institutions use a 4.0 scale. Dr. Walters-Parker said she will look at the impact of different grading scales on letter grades awarded among institutions.

16 KAR 5:040. Admission, Placement, and Supervision in Student Teaching, Notice of Intent

Dr. Walters-Parker reported to the board proposed amendments to 16 KAR 5:040 that provide a comprehensive rewrite of 16 KAR 5:020, primarily addressing the following:

1. Require training for all cooperating teachers and clinical faculty serving as university supervisors.
2. Stipulate that all candidates shall complete a minimum of 200 hours of diverse and focused field experiences prior to student teaching.
3. Redefine and increase the amount of time a candidate must serve as a student teacher from a minimum of 12 weeks to a minimum of 70 days.
4. Provide that the student teacher is to be prepared to participate as a co-teacher in the assigned student teacher placement.
5. Detail the specific placement requirements and responsibilities for all student teachers.
6. Provide a date of September 1, 2012, for all amendments to this regulation to become effective.

Dr. Wasicsko questioned a proposed amendment on page 91 of the agenda book, beginning with line 13, which states, "At no time shall a student teacher have responsibility for the supervision or instruction of P-12 students without the direct supervision of a fully certified educator." He stated that the term *fully certified educator* may need to be changed to include emergency substitutes, etc. Dr. Walters-Parker stated that EPSB staff will clarify this language.

Update on Teacher Preparation Program Entrance Exam

Mr. Robert Brown reported that in January 2010, the Committee to Review Admissions and Clinical Experiences (CRACE) was established by the EPSB to explore best practices regarding admissions and clinical experiences for teacher candidates and to provide recommendations to the EPSB. After further discussion, the committee agreed that while the current entrance exams, such as Praxis I, do provide information on teacher candidates' basic skill levels, an assessment aligned to the Common Core State Standards would be a more appropriate measure for determining whether those entering teacher preparation programs have adequate skills in math and writing. In February 2011, EPSB staff posted a Request for Information (RFI) for a teacher preparation program entrance exam. After reviewing responses from the RFI, EPSB staff agreed information provided by the Educational Testing Service (ETS) warranted further discussion.

Nathan Estel with the Educational Testing Service (ETS) presented information to the EPSB on the revised entrance exam that ETS will soon be researching and developing.

During the presentation, Ms. Marie McMullen asked Mr. Estel why ETS does not have a higher requirement for reading on the information he provided. Mr. Estel explained that the entrance

exam is not designed for teachers whose content area will be reading. Candidates will take this test prior to admission into the program. Another test at the completion of coursework would capture a candidate's understanding of the content. Ms. McMillen stated that she believes that every teacher should be able to teach reading so the requirement should be higher for reading prior to admission into the program. Ms. Ellen Blevins stated that she agrees with Ms. McMillen's concerns. Mr. Estel stated that in February 2012, the National Advisory Council will begin discussions to make changes to the current entrance exam. Mr. Estel explained that as part of the process in revising the entrance exam, a committee will make decisions on what content from the college readiness standards should be assessed. Dr. Rogers suggested that Ms. McMillen would be an ideal person to serve on this committee. Ms. McMillen stated that she would be pleased to serve on a committee to help improve student learning.

Alignment of Kentucky Teacher Internship Program (KTIP) to Requirements of Senate Bill (SB) 1

Mr. Robert Brown reported that in October 2010, the EPSB appointed a committee to review all KTIP documents, ensuring the alignment with the revised academic content standards.

The following highlights recommended changes to the TPA handbook:

1. Incorporation of the language *Kentucky Core Academic Standards* within the tasks
2. Reconstruction of tasks to ensure emphasis on formative and summative assessments
3. Reconstruction of task questions focusing on an intern's ability to reflect on instructional practices
4. A more clearly defined process of organizing the TPA notebook
5. Additional examples within the guidelines created using the Kentucky Core Academic Standards. Removal of items that are no longer a part of Kentucky's curriculum documents, i.e. DOK
7. A more clearly defined relationship among the tasks in Components 1 and II to the Instructional Unit (Component III)

The following changes in the training documents are being implemented:

1. Emphasis placed on resource documents outlining the roles and responsibilities of each of the committee members
2. Additional resources added to the training module for committee members (all training documents are available on the EPSB Website)
3. Creation of a KTIP update training module to be used for all committee members through Live Meeting.
4. Stronger emphasis placed on the instructional unit and its alignment to the tasks completed earlier in the internship (Components I and II).

Ms. Lorraine Williams stated that she has been discussing with Mr. Brown the need for the KTIP committee to have a clear idea that KTIP interns are progressing in their ability to plan instructional units from KTIP cycle 1 to KTIP cycle 3. She said that this will be a critical piece with the revised academic content standards.

Action Items

Funding for KTIP in 2012

2011-022

Motion made by Dr. Cathy Gunn, seconded by Mr. Anthony Strong, to approve the recommended funding scenario that sets the resource teacher stipend to \$1,120 per intern based on \$28 per hour for 40 hours, the rate to be paid for institution services to \$263 per intern, and the maximum number of interns to be funded at 2,398.

Vote: *Unanimous*

Mr. Freeland reported to the board that this year the EPSB did receive federal subsidies for National Board in the amount of \$525,000 for Fiscal Year 2012. However, this will be the last time that the EPSB will receive federal subsidies. In the future, therefore, the EPSB may have to set limits on the number of candidates who can be reimbursed for their National Board Certification. This issue will need to be addressed during the next biennial budget.

16 KAR 2:010. Kentucky Teaching Certificates, Amendment, Final Action

2011-023

Motion made by Mr. John DeAtley, seconded by Ms. Bobbie Stoess, to approve the amendments to 16 KAR 2:010.

Vote: *Unanimous*

16 KAR 4:060. Certificate Renewals and Successful Teaching Experience, Amendment, Final Action

2011-024

Motion made by Mr. DeAtley, seconded by Ms. Stoess, to approve the amendments to 16 KAR 4:060.

Vote: *Unanimous*

Board Comments

Tom Stull thanked Marie McMillen and Bradley Bielski for agreeing to serve on the retreat committee. He said he will send an email through Ashley Abshire to board members and try to schedule a retreat in September. The committee is accepting agenda items so he asked the board members to send the committee topics and ideas.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
May 16, 2011**

Motion made by Mr. Anthony Strong, seconded by Dr. Cathy Gunn, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(1) (c) & (j).

Vote: *Unanimous*

Motion made by Dr. Gunn, seconded by Ms. Sandra Sinclair-Curry, to return to open session.

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Vote: *Unanimous*

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

Lorraine Williams, Cathy Gunn, Michael Dailey, John DeAtley, Bobbie Stoess, Cassandra Webb, Allen Kennedy, Barbara Boyd, Marie McMillen, Sandra Sinclair-Curry, Ellen Blevins, and Mark Wasicsko.

Attorneys present were Alicia A. Sneed, Gary A. Stephens, Cassie Trueblood, Whitney Crowe, and Angela Evans.

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
1011671	Admonish
110280	Defer for proof
110261	Defer for proof
1103146	Defer for proof
1103142	Hear
1103101	Defer for proof
1012824	Admonish
110286	Admonish
1012832	Admonish
110278	Dismiss
110259	Defer for proof
110288	Hear
110125	Hear
1103105	Hear
1103119	Hear
1103154	Hear
1103111	Admonish
110263	Admonish
110119	Admonish
110131	Hear
110248	Admonish
1011798	Defer for proof
110265	Hear
1103144	Hear (<i>Ms. McMillen recused</i>)
1103107	Defer for proof
1012838	Defer for proof
110252	Defer for proof
110241	Hear
110274	Hear
1103140	Hear
1103123	Hear
1103125	Dismiss

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1011792	Hear
1011677	Hear
1011794	Hear
110246	Hear
110129	Hear
110135	Admonish
110244	Hear
1103109	Hear
110137	Admonish
1103186	Dismiss
1103117	Hear
1103162	Hear
0608208	Dismiss
0707120	Dismiss
1006412	Dismiss
0707119	Dismiss
0806918	Dismiss
0707121	Dismiss
1010582	Dismiss
1007425	Dismiss
0612290	Dismiss
1005289	Dismiss
1009567	Dismiss
1002130	Dismiss
0911612	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
1135	Approve
11115	Approve
11121	Approve
11124	Approve
11132	Approve
11133	Approve
11134	Approve
11135	Approve
11136	Approve
11129	Approve
11130	Approve
11131	Approve
11151	Approve
11119	Approve
11154	Approve
11163	Approve
11165	Approve

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11158	Approve
11171	Approve
11170	Approve
11183	Defer
11197	Approve
11196	Approve
11182	Approve
11209	Approve
11211	Approve
11207	Approve
11236	Approve
11167	Approve

Agreed Orders

Case Number

Decision

1005317 (Bryan Furches)

Accept Agreed Order suspending Respondent's certificate for a period of one (1) year beginning July 1, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Prior to the reinstatement of Respondent's certificate at the conclusion of the suspension period, Respondent shall comply with the following:

1. Respondent shall provide written proof to the Board that he has been assessed by a state certified mental health counselor, approved by the Board, who certifies that Respondent is competent and fit to fulfill his duties as an educator. Respondent shall also provide written proof that he has complied with any and all treatment recommendations proposed by the mental health counselor, if any. If not released from treatment prior to reinstatement, Respondent shall continue to provide written quarterly progress reports to the Board from his mental health counselor until he has been released from treatment by the counselor. Failure to provide the reports shall result in an automatic suspension of his certificate until the reports are received. Any expense required for the assessment, follow-up treatment and/or progress reports shall be paid by Respondent.
2. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics

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training, with an emphasis on teacher/student boundaries, as approved by the Board. Any expense required for said training shall be paid by Respondent.

3. Respondent shall submit written proof to the Board that he has completed a professional development/training course on a teacher's duty to report suspected child abuse and/or neglect under KRS 620.030, as approved by the Board. Any expense required for said training shall be paid by Respondent.

Upon reinstatement of Respondent's certificate, including any future endorsements and/or new areas of certification, Respondent shall not receive any disciplinary action involving teacher/student boundaries or an inappropriate relationship with a student from any school district in which he is employed. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky. If Respondent receives any disciplinary action involving teacher/student boundaries or an inappropriate relationship with a student, the Board shall automatically suspend Respondent's certificate during the tribunal and/or arbitration process. Additionally, if Respondent chooses not to appeal the disciplinary action or if the disciplinary action is upheld by either the tribunal and/or arbitration process, Respondent's certificate shall be automatically permanently revoked.

If Respondent is exonerated during the tribunal and/or arbitration process, his certificate shall be reinstated but the Board may initiate a disciplinary case based on the disciplinary action and pursue additional disciplinary action pursuant to KRS 161.120 and KRS Chapter 13B. Respondent is aware that should he violate KRS 161.120 in the future, the Board shall initiate a new disciplinary action and seek additional sanctions against his certificate.

Vote: *Unanimous*

06-05107 (Kimberly Fitzgerald) Accept Agreed Order dismissing Case number 06-05107 without prejudice.

Vote: *Unanimous*

08111144 (Kimberly Clark Fryman) Accept Agreed Order in which Respondent voluntarily surrenders her certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of her certificate to the EPSB, by delivering or

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mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

0903111 (Angela Taylor) Accept Agreed Order in which Respondent voluntarily surrenders her certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

06-06157 (Rita Owens) Accept Agreed Order dismissing Case number 0606157 upon Respondent providing written proof to the Board that she has completed a Board-approved course in classroom management with an emphasis on appropriate classroom disciplinary techniques by January 1, 2012. Any expense incurred for the professional development shall be paid by Respondent.

Should Respondent fail to provide written proof to the Board by January 1, 2012 that she has completed the training requirement outlined above, her certificate will be automatically suspended until she has provided written proof to the Board that she has completed the training.

Vote: *Unanimous*

08101072 (Ronald Wakefield) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. As an educator, Respondent has a duty to maintain the dignity and integrity of the profession and to refrain from committing any act that constitutes fraudulent, corrupt, dishonest, and/or immoral conduct. In the future, the Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel and will not tolerate any further incidents of misconduct. All certificates currently issued to Respondent and any future certificate the Board issues to or on behalf of Respondent, shall be subject to the following probationary conditions.

1. On or before January 1, 2012, Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional development or training on the Professional Code of Ethics for Kentucky Certified School Personnel as approved by the Board. Any expense required

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for said training shall be paid by the Respondent. Respondent agrees that should he fail to complete the required training on or before January 1, 2012, his certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

2. For a period of five (5) years from the date of acceptance of this order by the Board, any and all certificates issued to Respondent shall be automatically suspended for a period of one (1) year and a new disciplinary case shall be initiated that may result in additional sanctions shall be Respondent is convicted of or enters a guilty plea or a no contest plea to any crime other than minor traffic violations.

3. Respondent shall submit a state and federal criminal background records report to the Board with any application for renewal of his certificate or additional certification. Any expense for the state and federal criminal background records report shall be paid by Respondent. If Respondent fails to submit the required report, renewal of his certificate or the additional certification shall be denied.

Respondent is aware that should he violate KRS 161.120, at any time during this probationary period, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

06-08217 (Jennifer Head)

Accept Agreed Order retroactively suspending Respondent's certificate from August 12, 2008 to August 11, 2010. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Upon acceptance of this order by the Board, any and all certificates issued to Respondent shall be subject to the following probationary conditions:

1. Respondent shall have no disciplinary action during any employment as a teacher involving use of alcohol or any controlled substance by any school district or educational licensing/certification agency in the United States. The parties agree that "disciplinary action" is defined as any admonishment, reprimand, suspension or termination issued by any school district or state agency and upheld after a due process hearing if requested by Respondent. If Respondent receives any disciplinary actions involving the use of alcohol or any controlled substance, any and all

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certificates issued to Respondent shall be automatically permanently revoked.

2. If Respondent is re-employed in a Kentucky public school, she shall submit to random drug testing to be administered by a provider approved by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for alcohol, any illegal substances, or byproducts of alcohol or any illegal substances, Respondent's certificate or certificates shall be automatically permanently revoked.

3. Respondent shall have no further criminal citations, arrests, charges, or convictions involving controlled substances. Respondent shall submit a state criminal background records report to the Board with any application to the Board for issuance or renewal of a certificate. If Respondent fails to submit the required report with her application, the certificate shall not be issued or renewed until the report is received by the Board. Any expense for the state criminal background records report shall be paid by Respondent. If Respondent is criminally cited, arrested, or charged for any crimes involving controlled substances, any and all certificates issued to Respondent shall be automatically suspended until the conclusion of the criminal matter. If Respondent is convicted for any crime involving a controlled substance, any and all certificates issued to Respondent shall be automatically permanently revoked.

Vote: *Unanimous*

1010601 (Christopher Murphy) Accept Agreed Order suspending Respondent's certificate for a period of forty five (45) days, from June 1, 2011 through July 16, 2011. Prior to or on June 1, 2011, Respondent shall surrender the original and all copies of his certificate, by hand delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Upon reinstatement at the conclusion of the suspension period, Respondent's teaching certificate shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. Respondent has submitted written proof to the Board that he has undergone a comprehensive alcohol/substance abuse assessment and has complied with all treatment recommendations;
2. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics

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training, as approved by the Board, by August 1, 2011. Any expense required for said training shall be paid by

Respondent;

3. In accordance with KRS 161.175, Respondent shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Respondent; and

4. Respondent shall not be convicted of any crime involving the use and/or possession of any controlled substance or alcohol during the probationary period. Respondent shall submit a copy of his current criminal record, as prepared by the Kentucky State Police, by July 1st of each year of the probationary period. Any expense required to satisfy this condition shall be paid by Respondent.

Should Respondent fail to satisfy any of the above conditions, his certificate shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: Unanimous

1010644 (Chester Phelps)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: Unanimous

1003148 (Ashley Pfaff)

Accept Agreed Order revoking Respondent's certificate for a period of five (5) years from November 9, 2009. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Prior to the re-issuance of any certificate to Respondent, or on her behalf, at the conclusion of the five (5) year revocation period, Respondent shall provide, at the time of application, in addition to proof of any educational

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requirements necessary for certification, written proof to the Board of the following:

1. Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Respondent shall submit written proof that she has successfully completed any and all treatment recommendations proposed by the chemical dependency counselor prior to the end of the revocation period. If Respondent is not able to complete all treatment recommendations by the end of the revocation period, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent;

2. Respondent shall submit to the Board a Kentucky State Police criminal records check indicating that she has received no criminal convictions involving the use and/or possession of any controlled substance or alcohol; and

3. Respondent shall provide written proof that she has been assessed by a state certified mental health counselor, as approved by the Board, who certifies that Respondent is competent and fit to fulfill her duties as an educator. Respondent shall also provide written proof that she has complied with any and all treatment recommendations proposed by the mental health counselor. Respondent shall continue to provide written quarterly progress reports to the Board from her mental health counselor until she has been released from treatment by the counselor. Any expense required for the assessment, follow-up treatment and/or progress reports shall be paid by Respondent.

If Respondent fails to satisfy any of the above conditions, the Board shall not re-issue any teaching and/or administrator certificate to Respondent, or on her behalf. Additionally, upon re-issuance, Respondent's teaching certificate shall be on probation from a period of two (2) years and subject to the following probationary conditions:

1. In accordance with KRS 161.175, Respondent shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall not receive any drug tests positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Respondent; and

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2. Respondent shall not be convicted of any crime involving the use and/or possession of any controlled substance or alcohol during the probationary period. Respondent shall submit a copy of her current criminal record, as prepared by the Kentucky State Police, by June 1st of each year of the probationary period. Any expense required to satisfy this condition shall be paid by Respondent.

Should Respondent fail to satisfy either of the above conditions, her certificate shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1006414 (Jonathan Stella)

Accept Agreed Order suspending Respondent's certificate for a period of one (1) year from the day the Board approves this Order. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Respondent is currently not employed as an educator. Prior to accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Respondent shall comply with the following:

1. Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Respondent shall submit written proof to the Board that he has successfully completed the assessment and all treatment recommendations proposed by the chemical dependency counselor (if any). Any expense required for the assessment and treatment shall be paid by Respondent.

2. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, with an emphasis on drug abuse awareness and prevention, as approved by the Board. Any expense required for said training shall be paid by Respondent. Further, upon accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, Respondent's teaching certificate shall be on probation for a period of three (3) years and subject to the following probationary conditions:

3. In accordance with KRS 161.175, Respondent shall submit to random drug testing during the probationary

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period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Respondent; and

4. Respondent shall not be convicted of any crimes involving the use and/or possession of any controlled substance or alcohol during the probationary period. Respondent shall submit a copy of his current criminal record, as prepared by the Kentucky State Police, by July 1st of each year of the probationary period. Any expense required to satisfy this condition shall be paid by Respondent.

Should Respondent fail to satisfy any of the above conditions, his certificate shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1009528 (Cary Busack)

Accept Agreed Order suspending Respondent's certificate for a period of five (5) days from June 13, 2011 through June 17, 2011. Prior to or on June 13, 2011, Respondent shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

This settlement agreement is expressly conditioned upon the following:

1. By August 1, 2011, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Respondent shall submit written proof to the Board that she has successfully completed the assessment and all treatment recommendations proposed by the chemical dependency counselor. If Respondent is unable to complete all treatment recommendations prior to August 1, 2011, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatment. If Respondent fails to submit the required progress report(s), her certificate shall be automatically suspended until Respondent submits the required written progress report to the Board. Any expense required for the assessment, treatment, and/or written reports shall be paid by Respondent.

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2. By August 1, 2011, Respondent shall provide written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

1009515 (Charles Wilson)

Accept Agreed Order suspending Respondent's certificate for a period of ninety (90) days from November 22, 2010 through February 19, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Upon Acceptance of this agreement by the Board, Respondent's certificate, including any future endorsements and/or new areas of certification, shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. Respondent shall submit to random drug and alcohol testing, and shall provide written proof to the Board that he has received no positive drug or alcohol tests during the probationary period. Any expense for the drug and alcohol testing shall be paid by Respondent. If any drug or alcohol test is positive for illegal substances or is in excess of therapeutic levels generally acceptable in the medical community, Respondent's certificate number shall be automatically suspended for a period of one (1) year and shall be subject to additional sanction by the Board pursuant to KRS 161.120.
2. Respondent shall submit written documentation by December 31st and June 30th of each year of the probationary period from his current treatment provider or Alcoholic Anonymous and/or Narcotics Anonymous sponsor indicating that he is controlling his addiction and is still seeking support and continued assistance. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until Respondent submits the required written documentation to the Board.
3. Respondent shall not be convicted of any crime involving the use or possession of any controlled substance or alcohol, including driving under the influence, during the probationary period. Respondent shall submit his current

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criminal record, as prepared by the Kentucky State Police, by August 1st of each year of the probationary period. Should Respondent violate this condition, his certificate shall be automatically suspended for a period of two (2) years and shall be subject to additional sanction by the Board pursuant to KRS 161.120.

This settlement agreement is expressly conditioned upon the following:

1. Respondent has submitted written proof to the Board that he has undergone a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor.
2. Respondent has submitted written proof to the Board that he has completed twelve (12) hours of training in professional ethics.

Vote: *Unanimous*

1010624 (Gina Raley-Pena) Accept Agreed Order admonishing Respondent for neglect of duty. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. As an educator, Respondent must ensure that her students are never placed in potentially dangerous situations. The Board will not tolerate any further incidents of misconduct from Respondent.

This settlement agreement is expressly conditioned upon the following:

1. By November 1, 2011, Respondent shall submit written proof to the Board that she has completed a professional development/training course regarding the duty to report dependency, neglect, or abuse in accordance with KRS 620.030, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.
2. By November 1, 2011, Respondent shall provide written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

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- 1009521 (Ian Brewster) Accept Agreed Order admonishing Respondent for neglect of duty. The Board reminds Respondent that he has a duty to provide students with professional education services. Students who do not report to class fail to receive the education services they need and may be in need of intervention services. Such instances must be reported to school officials. The Board will tolerate no further incidents of misconduct by Respondent. On or before August 1, 2011, Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until he completes the required training and provides the appropriate written proof to the Board.
- Vote:** *Unanimous*
- 1005293 (Laurie Gray) Accept Agreed suspending Respondent's certificate for a period six (6) months from August 1, 2010 through February 1, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601. This settlement agreement is expressly conditioned upon the following:
1. By July 1, 2011, Respondent shall provide written proof to the Board that she has been assessed by a state certified mental health counselor, approved by the Board, who certifies that Respondent is competent and fit to fulfill her duties as an educator. Respondent shall also provide written proof that she has complied with any and all treatment recommendations proposed by the mental health counselor, if any. Any expense required for the assessment and/or follow-up treatment shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until Respondent provides the appropriate written proof to the Board.
 2. By August 1, 2011, Respondent shall provide written proof to the Board that she has completed twelve (12) hours of professional development/training in the area of ethics and teacher/student boundaries, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until

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

Vote: *Unanimous*

08091026 (Donald Mobelini) Accept Agreed Order admonishing Respondent as follows: The teachers and administrators are charged with protecting the health, welfare and safety of students. Respondent shall take the utmost precautions to ensure minors under his supervision do not access alcohol. The Board will not tolerate any future lapses in supervision regarding student access to alcohol by Mobelini. In addition, Mobelini attended twelve hours of training in the area of legal liability for school districts and twelve hours of professional development in the area of the dangers of alcohol use by teenagers. These training hours will satisfy the requirements that he seek training in these areas. Mobelini has supplied his certificate of completion which is attached to the Agreed Order that he has complied with these training requirements.

Vote: *Unanimous (Ms. McMillen dissented)*

070468 (Lebaron Pettaway) Accept Agreed Order which states that, prior to returning to any teaching position that requires certification, Respondent shall first submit written proof to the Board that he has successfully completed six hours of training, approved by the Board and at his own expense, in effective classroom management and discipline techniques. Should Respondent fail to do so, his certificate shall be suspended until the condition is met and subject to additional sanction for violation of this Order.

Vote: *Unanimous*

0912683 (Heather Respondentes) Accept Agreed Order in which the Board hereby orders Respondent to provide written proof to the Board that she has successfully completed twelve (12) hours of Board-approved training in professional ethics, with an emphasis on a teacher's duty to report under KRS 620.030. Any expense required for said training shall be paid by Respondent. Respondent agrees that should she fail to complete the required training on or before January 1, 2012, her certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

Vote: *Unanimous*

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- 10018 (Pascal Bailey) Accept Agreed Order in which the Board reminds Respondent that the Professional Code of Ethics for Kentucky Certified School Personnel requires teachers to treat each student with dignity and respect as well as to uphold the responsibilities of the profession by maintaining a positive learning environment at all times. The Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel in the future.
- On or before January 1, 2012, Respondent shall provide written proof to the Board that she has successfully completed nine (9) hours of professional development/training, as approved by the Board, in professionalism and teacher ethics. Any expense for this professional development/training shall be paid by Respondent. If Respondent fails to satisfy this condition, her certificate shall be automatically suspended until this condition is met.
- Vote:** *Unanimous*
- 1009495 (William Cox) Accept Agreed Order in which Respondent agrees neither to apply for nor accept certified employment at any school district in the Commonwealth of Kentucky at any time in the future.
- Should Respondent fail to satisfy this condition, his certificate shall be automatically suspended for a period of one (1) year, and the Board shall initiate new disciplinary action and seek additional sanctions.
- Vote:** *Unanimous*
- 1005315 (Jamie Simms) Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, retroactively for a period of one (1) year beginning July 1, 2010. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.
- Prior to or within one year of accepting employment in any school district in the Commonwealth of Kentucky, Respondent shall provide written proof to the Board that she has successfully completed twelve (12) hours of ethics training, as approved by the Board, which shall include instruction on appropriate teacher/student boundaries. Any expense incurred for said training shall be paid by

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Respondent. Failure to comply with this requirement shall result in an automatic suspension of Respondent's certificate and said certificate shall remain suspended until Respondent is in compliance.

Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be on probation for a period of five (5) years. For the entirety of the probationary period, Respondent shall receive no disciplinary action involving teacher/student boundaries. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. By entering into this Agreed Order, Respondent agrees that should she fail to satisfy the terms of the probation, her certificate shall be automatically suspended for a period of six (6) months.

Respondent is aware that should she violate KRS 161.120, either during or following this five (5) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1009491 (John Dempsey)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, is retroactively for five (5) days beginning August 16, 2010 and running through August 20, 2010. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Respondent is hereby admonished for directing inappropriate, derogatory, and threatening language towards a student. As an educator, Respondent has a duty to maintain the dignity and integrity of the profession and to refrain from subjecting students to embarrassment or disparagement. The Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel in the future.

On or before July 1, 2011, Respondent shall undergo an anger management assessment by a licensed clinical provider, as approved by the Board, and shall present written evidence to the Board that he has complied with the assessment process and has successfully completed all treatment recommendations. Any expense for the assessment, treatment and/or written reports shall be paid

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by Respondent. Respondent agrees that should he fail to complete the required assessment on or before July 1, 2011, his certificate shall be automatically suspended until such assessment is completed and the appropriate written proof is provided to the Board.

On or before January 1, 2012, Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development or training, as approved by the Board, in teacher ethics. Any expense incurred for said training shall be paid by Respondent. Respondent agrees that should he fail to complete the required training on or before January 1, 2012, his certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

Vote: *Unanimous*

100116 (Jonathan Livingood) Accept Agreed Order admonishing Respondent for reacting to a student in an inappropriately confrontational manner. A teacher in the Commonwealth of Kentucky has a duty to protect the health and safety of students, and must remain aware of the line between appropriate and inappropriate physical interaction when disciplining a student. The Board reminds Respondent that as an educator, he has a duty to maintain the dignity and integrity of the profession and to set a positive example for his students. The Board recognizes that students will misbehave and disrupt classrooms; however, certified teachers are expected to handle these situations rationally and judiciously, and to always react in a professional manner. The Board will not tolerate any further incidents of misconduct from Respondent.

This settlement agreement is expressly conditioned upon the following:

1. Respondent has submitted written proof to the Board that he has completed anger management treatment.
2. Respondent has submitted written proof to the Board that he has completed the safe crisis management initial training course.
3. Respondent has submitted written proof to the Board that he has completed twelve (12) hours of training in professional ethics.

Vote: *Unanimous*

1004230 (Sarah Villarreal) Accept Agreed Order in which Respondent voluntarily, knowingly, and intelligently surrenders her teaching certificate and agrees to neither apply for, nor be issued, a teaching or administrative certificate in the Commonwealth

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of Kentucky at any time in the future. 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*

0911575 (Wendy Worth)

Accept Agreed Order admonishing Respondent for neglect of duty and for failing to take reasonable measures to protect the health, safety, and emotional well-being of students. As an educator, Respondent must ensure that her students are appropriately supervised at all times and are never placed in a potentially unsafe environment. The Board will not tolerate any further incidents of misconduct from Respondent.

On or before January 1, 2012, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development or training in ethics as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

Respondent agrees that should she fail to complete the required training on or before January 1, 2012, her certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

Vote: *Unanimous*

1004246 (Mitchell Flowers)

Accept Agreed Order admonishing Respondent for failing to ensure that the personal leave he took on November 19-20, 2009 was accurately reported.

This agreed order is expressly conditioned upon the following:

By August 1, 2011, Respondent shall provide written proof that he has completed six (6) hours of professional development/training in the area of ethics, at no expense to the Board.

Should Flowers fail to satisfy this condition, his certificate shall be suspended and will remain so until the condition has been met.

Vote: *Unanimous*

1009565 (Alesia Floyd)

Accept Agreed Order suspending Respondent's certificate for five (5) days beginning May 3, 2010 and ending May 7, 2010. Respondent shall immediately surrender the original and all copies of her certificate to the EPSB, by delivery or mail, to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

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Additionally, Respondent shall provide to the Board, on or before January 1, 2012, written proof that she has completed six (6) hours of Board-approved training in classroom management. Any expense for this training shall be paid by Respondent.

Should Respondent fail to provide proof of this training requirement, her certificate shall be suspended and will remain so until she has provided proof of the training.

Vote: *Unanimous*

0911596 (Roberta Walter)

Accept Agreed Order in which Respondent voluntarily surrenders her certificate. Respondent agrees to neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future.

Respondent shall surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

CF 10843 (Anne Hughes)

Accept Agreed Order which states that Respondent shall be issued a Kentucky teaching certificate upon providing proof that she has met the academic and testing requirements necessary for issuance of a certificate; however any and all certificates issued to Respondent by the Board shall be subject to the following probationary conditions:

1. Respondent shall have no further criminal convictions. If Respondent is convicted for any crime other than a minor traffic violation, any and all certificates issued to Respondent shall be automatically permanently revoked.
2. On or before January 1, 2012, Respondent shall submit written proof to the Board that she has completed twelve (12) hours of professional development or training on the Professional Code of Ethics for Kentucky Certified School Personnel as approved by the Board. Any expense required for said training shall be paid by the Respondent. Respondent agrees that should she fail to complete the required training on or before January 1, 2012, any and all certificates issued to her shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.
3. Respondent shall submit a state and federal background records report to the Board with any application for renewal of a certificate or additional certification. Any expense for the state and federal criminal background

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records report shall be paid by Respondent. If Respondent fails to submit the required report with her application for renewal or additional certification, renewal of her certificate or the additional certification shall be denied. Respondent is aware that should she violate any provision of KRS 161.120 in the future, the Board shall initiate a disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 1010626 (Robert Schooley) Accept Agree Order retroactively suspending Respondent's Professional Certificate for Instructional Leadership – Principal, All Grades, Level 2 beginning on October 1, 2010 and running through June 30, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. On or before July 1, 2012, Respondent shall submit written proof to the Board that he has successfully completed twelve (12) hours of evaluation training, as approved by the Board. Any expense incurred for said training shall be paid by Respondent. Respondent agrees that should he fail to complete the required training on or before July 1, 2012, Respondent's Professional Certificate for Instructional Leadership – Principal, All Grades, Level 2 shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board. If the Kentucky Principal Internship Program (hereinafter "KPIP") is funded and administered by the Board at the time Respondent accepts any future employment as a Principal or Assistant Principal of any school in any school district in the Commonwealth of Kentucky, Respondent shall enroll as an intern in KPIP and shall successfully complete the program in order to maintain his Professional Certificate for Instructional Leadership – Principal, All Grades, Level 2. If KPIP is not funded and administered by the Board, prior to accepting employment as a Principal or Assistant Principal of any school in any school district in the Commonwealth of Kentucky, Respondent shall submit to the Board for approval a principal mentoring plan based upon KPIP as set forth in 16 KAR 7:020. Respondent shall also submit, along with the principal mentoring plan, a written agreement signed by the superintendent of the employing school district that states the district will supply Respondent with a principal mentor and will ensure that

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Respondent's principal mentoring plan is enacted. Upon completion, Respondent shall submit to the Board confirmation from the employing school district that Respondent complied with the principal mentoring plan. Any expense incurred for the principal mentoring plan, agreement, and/or proof of compliance shall be paid by Respondent.

Respondent agrees that should he fail to enroll in KPIP, if it is funded and administered by the Board, or should he fail to submit to the Board for approval the required principal mentoring plan and signed agreement from the employing school district prior to accepting employment and/or the required proof of compliance upon completion, Respondent's Professional Certificate for Instructional Leadership – Principal, All Grades, Level 2 shall be automatically suspended for further action by the Board.

Vote: *Unanimous*

1008451 (Jonathan Bretz)

Accept Agreed Order permanently revoking Respondent's certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Vote: *Unanimous*

100140 (Erica Cooper)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for a period of eighteen (18) months, retroactively to November 2, 2009. During the eighteen (18) month 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 the EPSB, by hand delivery or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

In addition to any educational requirements, reinstatement of Respondent's certificate at the conclusion of the eighteen (18) month suspension period is expressly conditioned upon the following:

1. Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully

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completed any and all treatment recommendations. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent.

2. Respondent shall provide written proof to the Board that she is currently in compliance with all court orders related to Fayette District Court Case Nos. 09-M-11913 & 09-M-12221. Any expense for the written documentation shall be paid by Respondent.

Should Respondent fail to satisfy any of these requirements, her certificate shall not be reinstated at the conclusion of the suspension period.

Prior to or within one (1) year of reinstatement of Respondent's certificate, Respondent shall provide written proof to the Board that she has successfully completed a course on the Professional Code of Ethics for Kentucky Certified School Personnel as approved by the Board. Any expense required for said training shall be paid by Respondent. Should Respondent fail to satisfy this requirement prior to or within one year of reinstatement, her certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

Following the eighteen (18) month suspension period, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to a permanent probation.

During the first five (5) years of the permanent probationary period, Respondent shall comply with the following:

1. Respondent shall continue to comply with all court orders related to Fayette District Court Case Nos. 09-M-11913 & 09-M-12221.
2. Respondent shall immediately submit to any random drug testing that is requested by the Board and shall have no positive drug tests. Any expense for said testing shall be paid by the Respondent.

For the entirety of the permanent probationary period, Respondent shall comply with the following:

1. Respondent shall remain under the care of a state certified mental health counselor and shall provide the Board with annual written reports from such counselor certifying that she is maintaining the counseling relationship and following all recommended treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent.
2. Respondent shall neither be convicted of nor enter a

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guilty or no contest plea to any criminal charge(s) other than minor traffic violations.

3. In addition to the standard requirements of the application process, Respondent shall supply the Board with a current national and state criminal background check with all applications for teaching and/or administrative certificates in the Commonwealth of Kentucky submitted at any time in the future. Any expense for the criminal background checks shall be paid by the Respondent.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of the conditions either during the initial five (5) year period or during the entirety of the probation, her certificate shall be automatically suspended for further action by the Board.

Vote: *Unanimous*

1008457 (Jeff Silvers)

Accept Agreed Order suspending Respondent's certificate for ten (10) days beginning July 2, 2011 and running through July 11, 2011. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Respondent is hereby admonished for conduct unbecoming a teacher. The Professional Code of Ethics for Kentucky Certified School Personnel requires Respondent to exemplify behaviors which maintain the dignity and integrity of the profession. The Board reminds Respondent that he has an ethical duty to treat colleagues with respect and to maintain a high level of professionalism at all times. The Board will not tolerate any further incidents of misconduct from Respondent.

Respondent's certificate, including any and all endorsements, is hereby subject to the following probationary conditions for a period of two (2) years from the date the Board accepts this Agreed Order:

1. On or before January 1, 2012, Respondent shall submit written proof to the Board that he has successfully completed twelve (12) hours of professional development or training, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel. Any expense required for said training shall be paid by the Respondent.

2. For the entirety of the probationary period, Respondent shall receive no disciplinary action involving conduct

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

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be automatically suspended for a period of thirty (30) days. If applicable, at the conclusion of the thirty (30) day suspension, Respondent’s certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should he 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*

1009551 (Daniel Sigmon)

Accept Agreed Order admonishing Respondent for making inappropriate and harassing remarks to students and for subjecting students to embarrassment. Sexual jokes and innuendo constitute sexually related behavior, and the Professional Code of Ethics for Kentucky Certified School Personnel explicitly prohibits teachers from directing such remarks towards students. The Board will not tolerate any further incidents of ethical misconduct by Respondent.

Respondent’s certificate, including any and all endorsements, is hereby subject to the following probationary conditions for a period of five (5) years from the date the Board accepts this Agreed Order:

1. On or before January 1, 2012, Respondent shall submit written proof to the Board that he has successfully completed twelve (12) hours of professional development or training, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel. Any expense required for said training shall be paid by the Respondent.
2. On or before January 1, 2012, Respondent shall submit written proof to the Board that he has successfully completed a course, as approved by the Board, on sexual harassment awareness. Any expense incurred for said training shall be paid by Respondent.
3. For the entirety of the probationary period, Respondent shall receive no disciplinary action involving conduct unbecoming and/or sexual harassment. “Disciplinary action” is defined as any public reprimand, suspension, or

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termination issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process.

By entering into this Agreed Order, Respondent agrees that should he fail to satisfy any of these conditions during the probationary period, his certificate shall be automatically suspended for a period of thirty (30) days. If applicable, at the conclusion of the thirty (30) day suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met.

Respondent is aware that should he violate KRS 161.120, either during or following this five (5) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1009497 (Melinda King)

Accept Agreed Order admonishing Respondent for engaging in inappropriate physical interactions with students. As an educator, Respondent has a duty to protect the health, safety, and emotional well-being of students and must remain aware of the line between appropriate and inappropriate physical interaction with a student. Further, a teacher in the Commonwealth of Kentucky has a duty to maintain the dignity and integrity of the profession and to refrain from subjecting students to embarrassment or disparagement. In the future, the Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel.

On or before July 1, 2012, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development or training, as approved by the Board, in the areas of classroom management and effective discipline techniques. Any expense incurred for said training shall be paid by Respondent.

On or before July 1, 2012, Respondent shall provide written proof to the Board that she has successfully completed a course on the Professional Code of Ethics for Kentucky Certified School Personnel as approved by the Board. Any expense incurred for said training shall be paid by Respondent.

Respondent agrees that should she fail to complete the required training on or before July 1, 2012, her certificate shall be automatically suspended until such training is completed and the appropriate written proof is provided to the Board.

Vote: *Unanimous*

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1010612 (Jess Meloche)

Accept Agreed Order suspending Respondent's certificate for a period of forty-five (45) days beginning June 15, 2011 and running through July 29, 2011. During the forty-five (45) day suspension period, Respondent shall neither apply for nor be issued a teaching certificate in the Commonwealth of Kentucky. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by hand delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Respondent has undergone a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and has submitted written proof to the Board that he has successfully completed the assessment and all treatment recommendations proposed by the chemical dependency counselor.

On or before January 1, 2012, Respondent shall provide written proof to the Board that he has successfully completed twelve (12) hours of training or professional development, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Upon reinstatement, Respondent's certificate shall be subject to the following probationary conditions for a period of two (2) years:

1. Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. Failure to comply with this condition will result in an automatic thirty (30) day suspension of Respondent's certificate.

2. Respondent shall submit current national and state criminal background reports to the Board with any application for renewal of his certification(s) and/or for additional certification(s). Any expense for the national and state criminal background reports shall be paid by Respondent. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Respondent or on his behalf.

Respondent is aware that should he violate KRS 161.120, either during or following this two (2) year period of

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probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

- 1011760 (Angela Bernardi) Respondent is hereby admonished for exhibiting a lack of professional judgment in her interactions with colleagues. As a certified educator in the Commonwealth of Kentucky, Respondent must strive to uphold dignity and integrity of the teaching profession by maintaining a positive learning environment at all times. The conflict resolution tactics utilized by Respondent were entirely unprofessional and set a poor example for her students. The Board will not tolerate any further incidents of misconduct by Respondent. On or before August 1, 2011, Respondent shall provide written proof to the Board that she has been assessed by a state certified mental health counselor approved by the Board and is competent to fulfill her duties as an educator. Respondent shall provide proof that she has complied with any treatment recommendations proposed by the mental health counselor and shall continue to provide treatment records to the Board until she has been released from treatment by the counselor. Any expense incurred for the assessment or follow-up treatment shall be paid by Respondent. If Respondent fails to comply with the requirements of this paragraph on or before August 1, 2011, her certificate, and any future endorsements or new areas of certification, shall be automatically suspended until Respondent submits the required written proof to the Board.
- On or before August 1, 2011, Respondent shall undergo an anger management assessment by a licensed clinical provider, as approved by the Board, and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed all treatment recommendations. Any expense for the assessment, treatment, and/or written reports shall be paid by Respondent. If Respondent fails to comply with the requirements of this paragraph on or before August 1, 2011, her certificate, and any future endorsements or new areas of certification, shall be automatically suspended until Respondent submits the required written proof to the Board.
- On or before July 1, 2012, Respondent shall provide written proof to the Board that she has successfully completed twelve (12) hours of professional development or training, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel,

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which shall contain a component in student confidentiality. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to comply with the requirements of this paragraph on or before July 1, 2012, her certificate, and any future endorsements or new areas of certification, shall be automatically suspended until Respondent submits the required written proof to the Board.

Vote: *Unanimous*

1011744 (Luann Bryant)

Accept Agreed Order suspending Respondent's certificate, including any and all endorsements, for a period of forty five (45) days, with credit for the twenty five (25) day suspension she received at the local level. The remaining twenty (20) day suspension period shall be served beginning June 11, 2011. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original certificate and all copies of her certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Upon reinstatement after the forty five (45) day suspension period, 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.

1. By December 31, 2011, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor as approved by the Board and shall present written evidence to the Board that she has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is not able to complete all treatment recommendations by December 31, 2011, she shall submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatments. If Respondent has not successfully completed all treatment recommendations by the end of the two (2) year probationary period, Respondent agrees that the probationary period shall be extended and she shall submit quarterly written progress reports from the chemical dependency counselor to the Board until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or reports shall be paid by Respondent.

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2. By December 31, 2011, Respondent shall provide written proof to the Board that she has received twelve (12) hours of professional development/training in ethics as approved by the Board. Any expense for this professional development/training in ethics shall be paid by Respondent.

3. Respondent shall be subject to random drug testing and shall have no positive drug tests during the two (2) year probationary period.

By entering into this Agreed Order, Respondent agrees that should she fail to satisfy any of these conditions, her certificate shall be automatically suspended for a period of six (6) months. If applicable, at the conclusion of the six (6) month suspension, her certificate shall remain suspended until such time as all of the above conditions are met.

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

Vote: *Unanimous*

1011790 (Carlo Ellard)

Accept Agreed Order which states that, on or before September 1, 2011, Respondent shall submit written proof to the Board that he has completed six (6) hours of professional development/training in the area of risk management, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until he completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

1009517 (Frank Cameron)

Accept Agreed Order which states that Respondent is retired and has no plans to return to the classroom. Respondent shall neither apply for, nor accept a position that requires certification in the Commonwealth of Kentucky at any time in the future. Should Respondent fail to satisfy this condition, his certificate shall be automatically permanently revoked.

Vote: *Unanimous*

1005322 (Robert Hawkins)

Accept Agreed Order suspending Respondent's certificate from September 1, 2010 until October 15, 2010. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the

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Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Upon acceptance of this agreement by the Board, Respondent's teaching certificate shall be on probation for a period of two (2) years and subject to the following probationary conditions:

1. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board, by July 1, 2012. Any expense required for said training shall be paid by Respondent;

2. In accordance with KRS 161.175, Respondent shall submit to random drug testing during the probationary period, to be administered by a provider approved by the Board, and shall receive no drug test positive for illegal substances or in excess of therapeutic levels generally acceptable in the medical community. Any expense required for the drug testing shall be paid by Respondent; and

3. Respondent shall not be convicted of any crime involving the use and/or possession of any controlled substance or alcohol during the probationary period. Respondent shall submit a copy of his current criminal record, as prepared by the Kentucky State Police, by July 1st of each year of the probationary period. Any expense required to satisfy this condition shall be paid by Respondent.

Should Respondent fail to satisfy any of the above conditions, his certificate shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1008476 (Jonathan Boggs) Accept Agreed Order which states that Respondent shall neither apply for nor be issued any teaching, administrative, or emergency certificate in the Commonwealth of Kentucky at any time in the future. Any future application submitted by Respondent, or on his behalf, shall be denied.

Vote: *Unanimous*

1009489 (Kenneth Bradley) Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days from June 15, 2011 to July 15, 2011. On or before June 15, 2011, Respondent shall surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education

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Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Respondent is hereby admonished for conduct unbecoming a teacher. The Professional Code of Ethics for Kentucky Certified School Personnel requires Respondent to exemplify behaviors which maintain the dignity and integrity of the profession. The Board reminds Respondent that he has an ethical duty to treat colleagues with respect and to maintain a high level of professionalism at all times. The Board will not tolerate any further incidents of misconduct from Respondent.

Upon acceptance of this agreement by the Board, Respondent's certificate number shall be on probation for a period of four (4) years and subject to the following probationary conditions:

1. Respondent shall submit written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board, by September 1, 2011. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.
2. On or before January 1st of each year of the probationary period, Respondent shall provide written proof to the Board that he has successfully completed a course, as approved by the Board, on sexual harassment awareness in the workplace. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.
3. During the probationary period, Respondent shall not receive any disciplinary action involving sexual harassment from any school district in which he is employed. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either the tribunal and/or arbitration process, including any appeal there from. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended for a period of one (1) year and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

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1009544 (William Dyk)

Accept Agreed Order suspending Respondent's certificate for a period of thirty (30) days from June 6, 2011 through July 6, 2011. Prior to or on June 6, 2011, Respondent shall immediately surrender the original and all copies of his certificate, by personal delivery or first class mail, to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

This settlement agreement is expressly conditioned upon the following:

1. By August 1, 2011, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board. Respondent shall submit written proof to the Board that he has successfully completed the assessment and all treatment recommendations proposed by the chemical dependency counselor. If Respondent is unable to complete all treatment recommendations prior to August 1, 2011, he shall submit quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from treatment. If Respondent fails to submit the required progress report(s), his certificate shall be automatically suspended until Respondent submits the required written progress report to the Board. Any expense required for the assessment, treatment, and/or written reports shall be paid by Respondent.
2. By August 1, 2011, Respondent shall provide written proof to the Board that he has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. If Respondent fails to satisfy this condition, his certificate shall be automatically suspended until Respondent completes the required training and provides the appropriate written proof to the Board.

Vote: *Unanimous*

0903127 (Paul Cline)

Accept Agreed Order admonishing Respondent for using inappropriate language with students. As a certified teaching professional, it is Respondent's duty to consistently maintain a positive and respectful learning environment for each and every student.

This agreement is conditioned upon Respondent providing written proof to the Board that he has completed three hours of professional development/training in classroom management and/or working with diverse student

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populations, approved by the Board and at his own expense, by August 1, 2011. Should Respondent fail to satisfy this condition, his certificate shall be suspended until this condition is met.

Vote: *Unanimous*

0804814 (Christopher Hadley) Accept Agreed Order admonishing Respondent for failing to disclose his misdemeanor conviction on his certification application. He is further admonished for the conduct that led to his conviction for Criminal Trespassing. The Board reminds Respondent that as a teaching professional, he is a role model for both his students and his community and must strive to uphold the dignity and integrity of his profession at all times.

For Respondent's lifetime, upon submission of any application in Kentucky for certification, renewal, or rank change, Respondent shall not only report the convictions addressed in this agreement, but also submit criminal record/background checks, at his own expense, from both Kentucky and Indiana showing no additional convictions. Should Respondent fail to satisfy this condition, the Board shall not issue any certificate, renewal, or rank change, to Respondent or on Respondent's behalf.

Vote: *Unanimous*

0804804 (Jeffrey Burke)

Accept Agreed Order suspending Respondent's certificate is suspended for a period of two years beginning May 1, 2008. Respondent shall surrender the original and all copies of this certificate immediately, by first class mail or personal delivery to the Education Professional Standards Board, 100 Airport Road, Third Floor, Frankfort, Kentucky 40601.

Reinstatement of Respondent's certificate is conditioned upon Respondent providing written proof to the Board that he has complied with a comprehensive substance abuse evaluation by a chemical dependency counselor, licensed and/or certified in Kentucky and approved by the Board, and has successfully completed any and all treatment recommendations. Any expense for this evaluation and treatment is to be paid by Respondent. If Respondent fails to satisfy this condition, the Division of Certification shall not reinstate this certificate until the condition is met. Upon reinstatement, Respondent's certificate shall be subject to the following conditions for the life of the certificate.

1. In accordance with KRS 161.175, Respondent shall submit to random drug testing to be administered by a

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provider approved by the Board. Any expense for the drug test shall be paid by Respondent. If any drug test is positive for any illegal substances or byproducts of illegal substances, Respondent's certificate shall be automatically suspended for two years and the Board may pursue additional disciplinary sanctions.

2. Respondent shall not be convicted of any crime, misdemeanor or felony, that involves Respondent's use or possession of any illegal controlled substance. Should Respondent violate this condition, his certificate shall be automatically suspended for two years and the Board may pursue additional disciplinary sanctions.

Vote: *Unanimous*

0912633 (Holly Alred)

Accept Agreed Order Which states that Respondent shall provide proof to the Board that she has completed twelve (12) clock hours of professional development/training in appropriate educator ethics with an emphasis in recognizing and preventing student-on-student harassment or bullying by June 30, 2012. Any expense incurred for said training shall be paid by Respondent.

Respondent agrees that should she fail to satisfy the above conditions, her certificate shall be automatically suspended until she provides written proof to the Board that she has completed the conditions.

Vote: *Unanimous*

1009513 (Steven Sharpe)

Accept Agreed Order retroactively suspending Respondent's certificate for eight (8) months beginning August 12, 2010 and running through April 12, 2011. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the suspension period. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

From the date the Board accepts this Agreed Order, Respondent's certificate, and any future endorsements or new areas of certification, shall be on probation for a period of eighteen (18) months.

1. On or before July 1, 2012, Respondent shall provide written proof to the Board that he has successfully completed twelve (12) hours training or professional development, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School

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Personnel. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to comply with the requirements of this paragraph on or before July 1, 2012, his certificate, and any future endorsements or new areas of certification, shall be automatically suspended until Respondent submits the required written proof to the Board.

2. For the entirety of the probationary period, Respondent shall receive no disciplinary action involving conduct unbecoming a teacher. "Disciplinary action" is defined as any suspension, termination, or public reprimand issued by any school district in the Commonwealth of Kentucky and upheld, if requested, by either a tribunal and/or arbitration process. Failure to comply with this condition will result in an automatic one (1) year suspension of Respondent's certificate.

Respondent is aware that should he violate KRS 161.120, either during or following this eighteen (18) month period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1012840 (Amy Ligons)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. The Board reminds Respondent that, as a teacher, she has a duty to uphold the dignity and integrity of the teaching profession. Driving under the influence of alcohol is not only dangerous; it is also a horrible example to set for students. The Board will tolerate no further incidents of misconduct by Respondent. On or before August 1, 2011, Respondent shall undergo a comprehensive alcohol/substance abuse assessment by a Kentucky licensed and/or certified chemical dependency counselor, as approved by the Board, and shall present written evidence to the Board that she has complied with the assessment process and successfully completed any and all treatment recommendations proposed by the chemical dependency counselor. Respondent shall also submit quarterly written progress reports from her chemical dependency counselor until such time as the counselor releases her from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent.

If Respondent fails to satisfy this requirement, her certificate shall be automatically suspended until the Board receives written evidence that the requirement has been satisfied.

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Vote: *Unanimous*

Recommended Orders

Case Number

Decision

07112289 (Patricia Buhl)

Accept the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and Permanently Revoke Respondent's certificate.

Vote: *Unanimous*

0411132 (Jeff Sinclair)

Accept the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order and Permanently Revoke Respondent's certificate.

Vote: *Unanimous (Ms. Sinclair-Curry recused)*

Motion made by Ms. Stoess, seconded by Ms. Sandy Sinclair-Curry, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 4:00 p.m.

Next Meeting: August 1, 2011
 9:00 AM
 EPSB Board Room
 Frankfort, Kentucky

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item B

Action Item:

University of Louisville: Education Specialist (Ed.S.) in Instructional Leadership - Principal Preparation Program, All Grades

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048
16 KAR 3:050

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 University of Louisville's request for a Principal Preparation Program, All Grades proposal?

Background:

Given the changing expectations and responsibilities of the principal, the Commonwealth Collaborative of School leadership Programs (CCSLP) and the State Action for Education Leadership Programs (SAELP) deemed the present system of preparation of Kentucky principals inadequate. With the assistance of the Southern Regional Education Board (SREB), the groups further decided that Kentucky's principal preparation programs must be built upon the competencies identified with being an effective principal - one who can increase student achievement by guiding and supporting teachers while capably managing the school organization.

The 2006 General Assembly passed House Joint Resolution 14 (HJR 14), which instructed the executive director of the EPSB, in cooperation with the president of the Council on Postsecondary Education (CPE) and the Commissioner of Education, to convene a task force to present recommendations on redesigning Kentucky's system for preparing and supporting principals. In August 2006 the Education Leadership Redesign (ELR) task force convened with 30 members and met for nearly one year.

The ELR recommendations resulted in changes to 16 KAR 3:050, which became effective October 2008. In March 2009 a seventeen-member Principal Review Committee was appointed by the EPSB and charged with evaluating the redesigned programs.

University of Louisville's College of Education and Human Development is requesting approval of its redesigned principal preparation program. The program proposal is in accordance with the regulation and the program guidelines established by the EPSB. The program offers an Education Specialist (Ed.S.) in Education Administration and is aligned with the *Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development*. Integrating into coursework the objectives, anchor assessments, dispositions, and district partnerships

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identified by the Leadership System, the program has four emphases: (1) foundations of school administration, (2) understanding and applying research, (3) communication, and (4) leadership for turn-around schools. Unique features of the program include: (a) courses and field experiences co-designed and co-delivered by Uof L faculty, school principals, and the school district; (b) multiple career pathway choices of either an Ed.S., an Ed.D., or certification only; (c) integration of leadership theory and practice in actual school and district settings; (d) commitment to comprehensive school improvement initiatives to transform urban and rural schools; (e) focus on leadership for turn-around schools; (f) commitment to closing achievement gaps, raising student achievement, and addressing diversity. The proposed program is designed to engage candidates with Research 1 scholars who facilitate candidates' knowledge and skills in understanding and applying research. The current Option 6 Alternative Route will conform to the new program. Candidates will need to meet the new admission requirements which include, but are not limited to, having a master's degree. The continuous assessment plan articulates the admission, midpoint, and exit requirements. The system collects and analyzes data on qualifications, graduate performance, and unit operations. Candidate progress is monitored through various technology tools.

Groups/Persons Consulted:

Principal Review Committee

Alternative Actions:

1. Approve the University of Louisville request for the redesigned Principal P-12 and Option 6 preparation programs.
2. Modify and approve the University of Louisville request for the redesigned Principal P-12 and Option 6 preparation programs.
3. Do not approve the University of Louisville request for the redesigned Principal P-12 and Option 6 preparation programs.

Committee Recommendation:

Alternative 1

Rationale:

The Principal Review Committee recommends the University of Louisville redesigned Principal P-12 preparation program proposal for approval. The university presented signed agreements with its collaborating partners and addressed all required components of the guidelines. The documents related to the program proposal are available on the EPSB's secure website.

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

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16 KAR 3:050. Professional certificate for instructional leadership - school principal, all grades.

RELATES TO: KRS 161.020, 161.027, 161.028, 161.030 STATUTORY AUTHORITY: KRS 161.027, 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires that a teacher or other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Additionally, KRS 161.027 specifically requires a preparation program for principals. A teacher education institution shall be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes the preparation and certification program for school principals, at all grade levels.

Section 1. Definitions. (1) "Level I" means the standards-based program of studies designed for minimal preparation to serve in the position of instructional leadership - school principal.

(2) "Level II" means the standards-based program of studies to attain the first five (5) year renewal of the certificate for the position of instructional leadership - school principal.

Section 2. Conditions and Prerequisites. (1) The provisional and professional certificate for instructional leadership - school principal shall be issued to an applicant who has completed an approved program of preparation and requirements, including assessments.

(2) The provisional and professional certificate for instructional leadership - school principal shall be valid for the position of school principal or school assistant principal for all grade levels.

(3) Prerequisites for admission to the program of preparation for the provisional and professional certificate for instructional leadership - school principal shall include:

(a) A master's degree;

(b) Three (3) years of documented teaching experience in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160;

(c) A written statement documenting the candidate's skills and understanding in the following areas:

1. Ability to improve student achievement;

2. Leadership; and

3. Advanced knowledge of curriculum, instruction, and assessment; and

(d) An agreement from a school district pledging support that includes opportunities for the candidate to participate in a high quality practicum experience. The agreement shall include:

1. A description of how the district will provide opportunities for the candidate:

a. To observe school and district leadership; and

b. To participate in school and district leadership activities;

2. Confirmation that the candidate shall be permitted to utilize aggregated school and district information and data; and

3. The signature of the district superintendent or the district superintendent's designee.

Section 3. Kentucky Administrator Standards for Preparation and Certification. The approved program of preparation for the provisional certificate for instructional leadership - school principal shall:

(1) Prepare a candidate for the position of school principal as specified in the standards included in:

(a) The "Educational Leadership Policy Standards: ISLLC 2008"; and

(b) The "Technology Standards for School Administrators"; and

(2) Document candidate performance using "Dispositions, Dimensions, and Functions for School Leaders".

Section 4. Principal Preparation Programs. (1) All principal preparation programs approved or accredited by the Education Professional Standards Board prior to May 31, 2009 shall no longer be approved or accredited as of December 31, 2011.

(a) A principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall cease admitting new candidates after December 31, 2011.

(b) Candidates admitted to a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 shall complete the program by January 31, 2014.

(c) An institution of higher learning with a principal preparation program approved by the Education Professional Standards Board prior to May 31, 2009 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2009.

(d) An institution's redesigned principal preparation program may become operational beginning January 1, 2010, if the institution:

1. Submits a redesigned principal preparation program for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22.

(e) Institutions submitting a redesigned principal preparation program shall not be subject to any submission dates for program approval for principal preparation programs from May 31, 2009 until December 31, 2012.

(f)1. The Education Professional Standards Board shall appoint a Principal Preparation Program Redesign Review Committee to conduct reviews of redesigned principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012.

2. Principal preparation programs submitted for approval between May 31, 2009 and December 31, 2012 shall:

a. Be reviewed by the Principal Preparation Program Redesign Review Committee; and

b. Not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the Education Professional Standards Board pursuant to 16 KAR 5:010, Section 22(2).

3.a. After review of a principal preparation program, the Principal Preparation Program Redesign Review Committee shall issue one (1) of the following recommendations to the Educational Professional Standards Board:

i. Approval;

ii. Approval with conditions; or

iii. Denial of approval.

b. The Education Professional Standards Board shall consider recommendations from staff and the Principal Preparation Program Redesign Review Committee and shall issue a decision pursuant to 16 KAR 5:010, Section 22(4).

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(2) Beginning May 31, 2009, in addition to the requirements established in 16 KAR 5:010, Section 22, the educator preparation unit shall prepare and submit to the Education Professional Standards Board for each principal preparation program for which the institution is seeking approval a concise description of the preparation program which shall provide the following documented information:

(a) Signed collaborative agreements with school districts that include the following:

1. Joint screening of principal candidates by both district and university;
2. Joint identification of potential program leaders and mentors;
3. District and university codesign and codelivery of courses; and
4. The manner in which the principal preparation program is based on the identified leadership needs of each district;

(b) The protocol for screening applicants that ensures the identification and admission of high quality candidates into the program;

(c) A matrix that illustrates the alignment between the standards and performance indicators identified in Section 3 of this administrative regulation and the program's curriculum and field experiences;

(d) A syllabus for each of the program's required courses identified in the documentation required by paragraph (c) of this subsection;

(e) The program's plan to collaborate with academic disciplines and programs outside of the field of education in order to supplement the candidate's knowledge and skills set;

(f) The program's plan to collaborate with each district in providing high quality field experiences that:

1. Enhance courses throughout the entire program;
2. Ensure that the candidate has a continuum of school-based experiences that range from observing, to participating, to leading; and
3. Expose the candidate to diverse student populations and school environments;

(g) The program's plan to use rigorous formative and summative evaluations of each candidate's:

1. Knowledge and skills to advocate, nurture, and sustain a school culture that promotes and supports high levels of learning for all students; and

2. Knowledge and skills to manage a school for efficiency, accountability, and safety; and

(h) The program's plan to require all candidates to conduct a capstone project and defend it to a panel of program faculty and practicing school administrators at the end of Level I preparation.

Section 5. Assessment Prerequisites for the Provisional Certificate for Instructional Leadership - School Principal. An applicant for certification as a school principal, including vocational principal, shall attain the specified minimum score on the assessments required by 16 KAR 6:030.

Section 6. Statement of Eligibility for Internship. (1) A statement of eligibility for internship for the provisional certificate for instructional leadership - school principal shall be issued for a five (5) year period to an applicant who:

(a) Has successfully completed an approved program of preparation;

(b) Has three (3) years of full-time teaching experience; and

(c) Has successfully completed the appropriate assessment requirements for the school principal certification or qualifies for a one (1) year period for completion of assessments under KRS 161.027(6).

(2) Application shall be made on "Application for Kentucky Certification or Change in Salary Rank", Form TC-1, incorporated by reference in 16 KAR 2:010.

(3) A request for renewal of the Statement of Eligibility pursuant to KRS 161.027(7) shall be made on Form TC-2, incorporated by reference in 16 KAR 4:060.

Section 7. (1) A professional certificate for instructional leadership - school principal, level I, shall be issued upon successful completion of the principal internship as provided in KRS 161.027 and 16 KAR 7:020.

(2) The renewal of the professional certificate for instructional leadership - school principal, level I, shall require a recommendation from the approved recommending authority regarding the successful completion of an approved level II program. The certificate shall be valid for five (5) years.

(3) Each subsequent five (5) year renewal of the professional certificate for instructional leadership - school principal, level II, shall require successful completion of two (2) years of experience as a school principal within the preceding five (5) years.

(4) If the applicant has not successfully completed the two (2) years of experience as required by subsection (3) of this section, pursuant to KRS 161.027(9), each subsequent five (5) year renewal of the professional certificate for instructional leadership-school principal, level II, shall require:

(a) Completion of three (3) semester hours of additional graduate credit directly related to the position of school principal for each required year of experience the applicant has not completed; or

(b) Successful completion of forty-two (42) hours of approved training selected from programs approved by the Kentucky Effective Instructional Leadership Training Program provided in KRS 156.101.

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Dispositions, Dimensions, and Functions for School Leaders" adapted from the "Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development" by the Education Professional Standards Board, May 2008;

(b) "Educational Leadership Policy Standards: ISLLC 2008" as adopted by the National Policy Board for Educational Administration, December 12, 2007; and

(c) "Technology Standards for School Administrators", 2001, Collaborative for Technology Standards for School Administrators.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Drive, Third Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (23 Ky.R. 2365; Am. 2735; eff. 1-9-97; 24 Ky.R. 177; 575; eff. 9-4-97; 25 Ky.R. 619; 1046; eff. 11-5-98; 27 Ky.R. 862; 1476; eff. 12-21-2000; 28 Ky.R. 2079; 2348; eff. 5-16-02; Recodified from 704 KAR 20:710; 30 Ky.R. 1327; 1760; eff. 1-23-04; 35 Ky.R. 77; 758; eff. 10-13-08.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item C

Action Item:

Morehead State University: Occupation-based Career and Technical Education, Grades 5-12 (Bachelor's 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?

MOREHEAD STATE UNIVERSITY

5.0 CERTIFICATES FOR GRADES 5-12

Occupation-based Career and Technical Education (Bachelor's Level)

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, Content Area Program Review Committees, and the Reading Committee evaluated the program review document 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 and letters of support for the program are included Under Separate Cover and on the EPSB's secure website.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed Occupation-based Career and Technical Education, Grades 5-12 preparation program addition.
2. Do not approve the proposed Occupation-based Career and Technical Education, Grades 5-12 preparation program addition.

Recommendation:

Alternative 1

Agenda Book

Rationale:

The proposed educator preparation program follows the appropriate regulations outlining requirements for program approval as established by the EPSB.

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

Agenda Book

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

Section 22. 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 subsequent 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.

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16 KAR 2:020. Occupation-based career and technical education certification.

RELATES TO: KRS 156.095, 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030 require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board. This administrative regulation establishes the qualifications for teachers of occupation-based career and technical education and implements the testing and internship requirements of KRS 161.030.

Section 1. (1) The certificates for occupation-based career and technical education established in this administrative regulation shall be issued and renewed for occupation-based career and technical education teachers employed by the public schools, the Office of Career and Technical Education of the Department of Workforce Investment, the Kentucky Community and Technical College System, or the Kentucky Department of Education.

(2) The certificates may be issued for any information technology, industrial education, public service, health science, or human services occupation area for which programs may be offered under the Kentucky Program of Studies established in 704 KAR 3:303.

(3) Certificates for occupation-based career and technical education established in this administrative regulation:

(a) Shall be initially issued to teacher candidates who are employed based upon required occupational experience in the subject area to be taught; and

(b) Shall not require a college degree for initial issuance.

Section 2. Issuance and Renewal of One (1) Year Provisional Certificates. (1) Initial issuance. A provisional internship certificate for teaching occupation-based career and technical education, valid for teaching only the subject or subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

(a) High school graduation or its equivalent determined by evidence of an acceptable score on the general education development test administered by an approved testing center;

(b) Four (4) years of successful and appropriate occupational experience in the area to be taught, with:

1. At least two (2) years of the occupational experience completed within the last five (5) years. A maximum of one (1) year of the required work experience may be satisfied by completion of an accredited vocational preparation program for the occupation to be taught; and

2. The occupational experience confirmed by the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System;

(c) The testing provisions established in 16 KAR 6:020; and

(d) An offer of employment from a local school district, the Kentucky Department of Education, the Department of Workforce Investment, or the Kentucky Community and Technical College System.

(2) First renewal of one (1) year provisional certificates. The first renewal of the one (1) year provisional certificate shall require the successful completion of:

(a) The Kentucky Teacher Internship Program established in 16 KAR 7:010; and

(b) Three (3) semester hours of credit in occupation-based career and technical education laboratory/classroom management. This requirement may be met by successfully completing the New Teacher Institute sponsored by the Department of Workforce Investment.

(3) Subsequent renewal of one (1) year provisional certificate. Any subsequent renewal of the one (1) year provisional certificate after the successful completion of the internship shall require:

(a) The completion of a minimum of six (6) semester hours of college credit for each renewal selected from the sixty-four (64) semester hour planned program for the preparation of teachers in information technology, industrial education, public service, health science, or human services occupations established in Section 4 of this administrative regulation; and

(b) Documentation of completion of four (4) days of professional development as required by KRS 156.095 and 158.070.

(4) Credit granted by a regionally- or nationally-accredited postsecondary institution for occupational proficiency based upon past relevant experience or credit by examination shall not be applied toward the provisional certificate renewal requirements.

(5) The one (1) year provisional certificate shall be limited to nine (9) one (1) year renewals for a total validity period of ten (10) years, which do not need to be consecutive.

(6) Upon completion of the sixty-four (64) hour planned program established in Section 4 of this administrative regulation, the teacher shall:

(a) Receive the professional certificate established in Section 3 of this administrative regulation; and

(b) Adhere to the subsequent renewal requirements established in Section 3(3) of this administrative regulation.

Section 3. Issuance and Renewal of the Professional Certificate. (1) Initial issuance. A professional certificate for teaching occupation-based career and technical education, valid for teaching only the subject or subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

(a) Compliance with Section 2(1) of this administrative regulation; and

(b) The completion of a planned program consisting of a minimum of sixty-four (64) semester hours of college credit established in Section 4 of this administrative regulation.

(2) First renewal.

(a) The first renewal shall require the successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.

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(b) Upon meeting the requirements established in paragraph (a) of this subsection, the teacher shall receive the professional certificate valid for an additional four (4) years.

(c) An occupation-based career and technical education teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial professional certificate or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the professional certificate.

(3) Subsequent renewal. The professional certificate shall be renewed for subsequent five (5) year periods upon completion of:

(a) Three (3) years of teaching or occupational experience in the occupational specialty; or

(b) Six (6) semester hours of college credit related to the certification area.

Section 4. The planned program for occupation-based career and technical education teachers shall:

(1) Include a minimum of sixty-four (64) semester hours of college credit with at least twenty-four (24) semester hours in academic and professional education preparation during the first four (4) years of certificate validity;

(2) Utilize the proficiency evaluation established in 16 KAR 5:030;

(3) Be based upon the experienced teacher standards established in 16 KAR 1:010;

(4) Meet the specialty program association standards established in 16 KAR 5:010; and

(5) Be accredited by the Education Professional Standards Board using the applicable standards and procedures established in 16 KAR 5:010.

Section 5. Information Technology Teachers. (1) A teacher shall possess one (1) of the following credentials to instruct in the field of information technology:

(a) Provisional certificate established in Section 2 of this administrative regulation;

(b) Professional certificate established in Section 3 of this administrative regulation;

(c) Computer information systems certificate established in 16 KAR 2:010;

(d) Computer science endorsement established in 16 KAR 2:010; or

(e) Instructional computer technology endorsement established in 16 KAR 2:010.

(2) If a qualified teacher is not available for the position of information technology teacher, as attested to by the local school superintendent or the Commissioner of the Department of Workforce Investment, a one (1) year probationary certificate may be issued under the requirements established in 16 KAR 2:190. (3 Ky.R. 272; eff. 11-3-76; Am. 5 Ky.R. 616; eff. 3-7-79; 11 Ky.R. 638; eff. 11-13-84; 12 Ky.R. 1880; eff. 7-2-86; Recodified from 704 KAR 20:222, 7-2-2002; 29 Ky.R. 2913; 30 Ky.R. 258; eff. 8-13-03; 33 Ky.R. 826; 1266; eff. 12-1-06.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item D

Action Item:

Western Kentucky University: Elementary Math Specialist Endorsement, Grades P-5 (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

Elementary Math Specialist (Graduate Level)

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, Content Area Program Review Committees, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all of those requirements. An Executive Summary of the program is included on the EPSB's secure website.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed Elementary Math Specialist Endorsement, Grades P-5 preparation program addition.
2. Do not approve the proposed Elementary Math Specialist Endorsement, Grades P-5 preparation program addition.

Recommendation:

Alternative 1

Rationale:

Agenda Book

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining requirements for program approval as established by the EPSB.

Contact Person:

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Date:

August 1, 2011

Agenda Book

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

Section 22. 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 subsequent 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.

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item E

Action Item:

Murray State University: Japanese, Grades P-12 (Bachelor's 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?

MURRAY STATE UNIVERSITY

6.0 CERTIFICATES FOR ALL GRADE LEVELS

Japanese (Bachelor's Level)

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, Content Area Program Review Committees, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements established by the EPSB. An Executive Summary of the program is included on the EPSB's secure website.

Groups/Persons Consulted:

Content Area Review Committee

Reading Committee

Alternative Actions:

1. Approve the proposed Japanese, Grades P-12 preparation program addition.
2. Do not approve the proposed Japanese, Grades P-12 preparation program addition.

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining requirements for program approval as established by the EPSB.

Agenda Book

Contact Person:

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(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

Agenda Book

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

Section 22. 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 subsequent 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.

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item F

Action Item:

Campbellsville University: Spanish, Grades P-12 (Bachelor's 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?

CAMPBELLSVILLE UNIVERSITY

6.0 CERTIFICATES FOR ALL GRADE LEVELS

Spanish (Bachelor's Level)

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, Content Area Program Review Committees, and the Reading Committee evaluated the program review document submitted for approval against performance-based program certification guidelines established by the EPSB. This program proposal meets all the requirements established by the EPSB. An Executive Summary of the program is included on the EPSB secure website.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

1. Approve the proposed Spanish, Grades P-12 preparation program addition.
2. Do not approve the proposed Spanish, Grades P-12 preparation program addition.

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining requirements for program approval as established by the EPSB.

Agenda Book

Contact Person:

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Division of Educator Preparation
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Date:

August 1, 2011

Agenda Book

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

Section 22. 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 subsequent 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.

Agenda Book

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item A

Information Item:

To inform the EPSB about contracts and amendments which were signed by the executive director since the previous EPSB meeting

Applicable Statutes and Regulation:

KRS 161.028 (1) (v) (d)
KRS 161.017 (3)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

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 following new contracts were completed and signed by the Executive Director after approval was given by the Board at the May 16, 2011 board meeting.

Vendor Name	Services	Service Period	Contract Amt.
CKEC	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	22,225.00
GRREC	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	63,500.00
KEDC	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	38,100.00
NKCES	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	20,320.00
OVEC	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	22,225.00
WKEC	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	38,100.00
Fayette County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	19,050.00
Franklin County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	15,875.00
Jefferson County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	63,500.00
Logan County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	12,700.00
Muhlenburg County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	12,700.00
Oldham County	Nat'l Bd. Mentoring	7/1/2011 to 6/30/2012	22,225.00
EKU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	74,166.00
KSU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	25,511.00

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MoSU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	71,799.00
MuSU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	68,906.00
NKU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	67,064.00
UK	KTIP Teacher Educators	7/1/2011 to 6/30/2012	90,209.00
UL	KTIP Teacher Educators	7/1/2011 to 6/30/2012	122,558.00
WKU	KTIP Teacher Educators	7/1/2011 to 6/30/2012	110,460.00
EKU	KTIP CTE Educators	7/1/2011 to 6/30/2012	5,414.00
KSU	KTIP CTE Educators	7/1/2011 to 6/30/2012	2,807.00
MoSU	KTIP CTE Educators	7/1/2011 to 6/30/2012	7,218.00
MuSU	KTIP CTE Educators	7/1/2011 to 6/30/2012	8,822.00
NKU	KTIP CTE Educators	7/1/2011 to 6/30/2012	3,609.00
UK	KTIP CTE Educators	7/1/2011 to 6/30/2012	7,619.00
UL	KTIP CTE Educators	7/1/2011 to 6/30/2012	6,015.00
WKU	KTIP CTE Educators	7/1/2011 to 6/30/2012	5,815.00

Groups/Persons Consulted:

N/A

Contact Person:

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Date:

August 1, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information Item B

Information Item:

A report on the fiscal year 2011 financial performance of the agency's programs and operations will be presented by the Deputy Executive Director.

Applicable Statutes and Regulation:

KRS 161.017 (1) (c)

Applicable Goal:

Goal 5: The EPSB shall be managed for both effectiveness and efficiency, fully complying with all statutes, regulations, and established federal, state, and agency policies.

Background:

To fulfill the EPSB Goal #5.4, requiring a semiannual budget report, the Deputy Executive Director will provide a budget report to the Board on the financial records for fiscal year 2011, period ending June 30, 2011.

Groups/Persons Consulted:

None – All information was produced from information maintained in the eMARS financial system.

Contact Person:

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Date:

August 1, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Jefferson County Public Schools: Alternative Certification Elementary and Secondary Programs

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, KRS 161.049
16 KAR 9:050, 16 KAR 9:060, 16 KAR 9:070

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Background:

In 1990 the General Assembly instituted a local district training program to provide an alternative route to certification. In response to this statutory action, the EPSB promulgated three regulations setting forth eligibility requirements for candidates and program parameters.

The Alternative Certification Elementary and Secondary (ACES) program was originally approved by the EPSB in December 1992 as a collaborative project between Jefferson County Public Schools (JCPS), Kentucky State University (KSU), and the University of Louisville (UofL). The primary objective of the program has been minority educator recruitment and retention. The JCPS/UofL program prepares candidates to become certified in elementary education, while the JCPS/KSU program prepares candidates for certification at the secondary level. ACES graduates have achieved Rank III at the elementary and secondary levels, advanced to receive Rank II, and moved into leadership positions within JCPS.

The Kentucky Department of Education (KDE) provides funding for district programs that identify, train, and certify minority educators, with matching financial and human resources supplied by the district. 16 KAR 9:060 stipulates that a local district training program shall be reviewed periodically. The EPSB determined that this review should be an actual on-site accreditation visit. The EPSB Division of Educator Preparation coordinated and participated in this accreditation visit of the ACES program. Three members of the Board of Examiners (BOE) and three EPSB staff reviewed the JCPS program on April 13, 2011.

Attached is the BOE Report that includes updates of previous areas for improvement cited by the EPSB in June 2003, current areas of concern, list of persons interviewed during the visit, and the JCPS rejoinder.

The BOE's recommendation is to continue approval of the JCPS ACES program. Staff also recommends placing the JCPS ACES program on a seven-year review cycle. This is in keeping with the National Council for Accreditation of Teacher Education/state accreditation cycle used at the colleges/universities.

Alternative Actions:

Issue One: Program Accreditation

1. Approve the BOE's recommendation for CONTINUED APPROVAL of the JCPS ACES program.
2. Modify the BOE's recommendation and grant CONTINUED APPROVAL of the JCPS ACES program.
3. Do not approve the JCPS ACES program.

Issue Two: Review Cycle

1. Place the JCPS ACES program on a seven-year accreditation cycle.
2. Place the JCPS ACES program on a different accreditation cycle for which the timeframe would be determined by the EPSB.
3. Do not place the JCPS ACES program on an accreditation cycle.

AAC Recommendations:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

The formal review and report is made in compliance with the administrative regulations and statutes. The JCPS program is the oldest and only district-operated alternative route to certification program in Kentucky. The ACES program complies with the performance-based standards as established by the EPSB.

Contact Person:

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Date:

August 1, 2011

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16 KAR 9:050. Alternative training program eligibility requirements for middle school and secondary school teachers.

RELATES TO: KRS 161.028(1)(a), (c), 161.030, 161.048(3), 161.049

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), 161.030, 161.048(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048(3) establishes the basic eligibility requirements for candidates seeking to participate in a local district alternative training program. This administrative regulation establishes the minimum scores required on certain tests and establishes the study or experience required of candidates.

Section 1. The district superintendent shall be responsible for development, submission and implementation of the district plan required by KRS 161.048(3). The plan shall be signed by:

- (1)(a) The district superintendent; or
- (b) If the plan is submitted by a consortium, each superintendent involved in the consortium; and
- (2) The dean of the teacher education unit at the sponsoring college or university.

Section 2. The alternative training program for middle school teachers and for secondary school teachers shall include the district plan, professional support team, formal instruction, training for the candidate, training for the support team, informal observation and critique, formal observation and evaluation, evaluation report of candidate, program evaluation, and appeals process as required by 16 KAR 9:060.

Section 3. Prerequisites for Participation. (1) A candidate shall provide evidence of compliance with KRS 161.048(3) to participate in a state-approved local district alternative training program for middle school or secondary school teachers.

(2) A candidate seeking eligibility to take a subject field test based on experience in the subject field pursuant to KRS 161.048(3)(b) shall submit documentation of the candidate's employment history, including a position description that shows a direct relationship to the subject matter of the candidate's teaching field for:

- (a) The candidate's current position; or
- (b) If the candidate is currently unemployed, the position held immediately prior to application for entry to the alternative training program.

Section 4. Issuance of Provisional Certificate. A provisional certificate shall be reissued for a second year if the candidate is:

- (1) Recommended for reentry to an alternative training program; and
- (2) Employed by a district for participation in its approved training program.
- (3) Teachers holding the one (1) year provisional certificate and participating in an approved alternative training program established in 16 KAR 9:060 shall be classified in Rank IV for salary purposes.

Section 5. Completion of Training Program. Upon successfully completing the alternative training program and the specialty area tests as established in 16 KAR 6:010, and upon receiving a recommendation of approval by the professional support team, the candidate shall be issued a statement of eligibility for participation in the Kentucky teacher internship program established in KRS 161.030 and implemented through 16 KAR 7:010. (18 Ky.R. 221; eff. 9-6-91; Am. 26 Ky.R. 1038; 1417; eff. 1-18-2000; recodified from 704 KAR 20:590, 7-2-2002.)

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16 KAR 9:060. The alternative training program for preparation of candidates for initial teacher certification.

RELATES TO: KRS 161.028, 161.030, 161.048, 161.049

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048, 161.049

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 directs the Education Professional Standards Board to adopt administrative regulations establishing standards for local district training programs and the approval and evaluation process for these programs. This administrative regulation establishes the required elements of a local district program, outlines the training and responsibilities required of the professional support team, and establishes the training which a candidate for alternative certification shall be provided. In addition, the administrative regulation establishes the process for evaluation of the candidate.

Section 1. The alternative training program as defined in KRS 161.048 and 161.049 is an alternative program to prepare a candidate for initial teacher certification. A local district or a group of districts may seek approval to offer the program in all instructional fields for middle grade teachers as identified in 704 KAR 20:080 and TEC 35.0 of the Kentucky Standards for the Preparation-Certification of Professional School Personnel incorporated by reference in 16 KAR 5:013 and for secondary classroom teachers as identified in 704 KAR 20:070 and TEC 40.2, except for the preparation of teachers of exceptional children.

Section 2. District Plan. (1) The local school district or consortium shall submit a plan for the alternative training program for approval by the Education Professional Standards Board, to include the following:

- (a) Written evidence that the district has sought sponsorship of the program with an accredited college.
- (b) The names of a four (4) member professional support team for each candidate, as described in Section 4 of this administrative regulation.
- (c) The names and qualifications of personnel other than the four (4) member professional support team who will provide formal instruction as described in Section 5 of this administrative regulation.
- (d) The training program for the support team, as described in Section 6 of this administrative regulation.
- (e) The training program for each candidate, as described in Section 5 of this administrative regulation.
- (f) A tentative budget to include expected personnel costs, for the period of time for which the district is requesting approval of the proposal, which may not exceed five (5) years.
- (g) Name, title, address and telephone number of program director.
- (h) Appeal process.
 1. The sponsoring district or consortium shall establish an appeals process for candidates in the alternative training program and shall notify the Education Professional Standards Board of this process at the time of application for approval of the program.
 2. Complaints relative to failure of the sponsoring district or consortium or the professional support team to comply with and follow all prescribed statutory and regulatory requirements and procedures of an approved alternative training program shall be directed to and assessed by the superintendent or designee of the sponsoring district or consortium.
 3. The district shall notify the Education Professional Standards Board of all appeals and actions taken as a result of appeals.
 - (i) Roles and expectations for the professional support team during the eight (8) week training and the two (2) subsequent eighteen (18) week training sessions.
 - (2) The proposed plan for an alternative training program shall be reviewed by staff of the Kentucky Department of Education. Staff shall review the district plan in terms of the following criteria:
 - (a) Compliance of the proposed program with requirements and standards set forth in 16 KAR 9:050 and this administrative regulation.
 - (b) Evidence that sufficient financial and staff resources are available to the program for its effective implementation.
 - (c) Qualifications of program staff in the areas of instruction and supervision for which they have responsibility, including qualifications described in Section 6 of this administrative regulation. The district plan for the proposed alternative certification program shall provide evidence to the satisfaction of the Education Professional Standards Board in support of the three (3) criteria listed above. Staff shall recommend acceptance or denial of the plan to the EPSB which shall include the rationale for the recommendation. The EPSB shall review the staff recommendations, shall approve or deny each plan and shall transmit the decision and rationale for the decision to the district. The district may revise and resubmit a plan that has been denied. Any approval granted by the Education Professional Standards Board shall specify the period of approval of the training program, which shall not exceed five (5) years. Districts may apply for an extension of approval as outlined in Section 11 of this administrative regulation.
 - (3) The district shall offer employment to a candidate seeking certification only after the district plan for an alternative training program has been approved by the Education Professional Standards Board.
 - (4) For each candidate seeking certification through an approved alternative training program, the district shall submit the following:
 - (a) Evidence of a criminal records check.
 - (b) Transcripts of all college work undertaken by the candidate.
 - (c) Three (3) recent letters of reference from persons not related to the candidate who are familiar with the candidate's professional work.
 - (d) Identification of the school, or an accurate description of another location, in which the candidate shall be trained during the first eight (8) weeks of training. Reasons for selecting a nonschool site shall be provided.
 - (e) Identification of the school, or an accurate description of another location, in which the candidate shall teach and be trained during the two (2) subsequent eighteen (18) week periods of training.
 - (f) A list of grade levels and classes the candidate will teach.
 - (g) The proposed daily workload and schedule of the candidate for each phase of the training.
 - (h) A copy of the official letter offering employment to the candidate.
 - (i) Evidence that the candidate has accepted the offered employment.
 - (j) The names and positions of the members of the four (4) person professional support team to include evidence that each member has successfully completed training and testing for participation in the Kentucky teacher internship program or the required update as established in 704 KAR 20:320.

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Section 3. Orientation and Professional Development Plan. An orientation and a professional development plan for assisting each candidate toward proficiency shall be provided by the local school district as follows:

(1) The four (4) member professional support team and the candidate shall meet before the candidate begins Phase I training and shall be oriented to the approved training proposal and to the responsibilities and expectations for each team member and the candidate.

(2) The professional support team shall draft an individual professional development plan for the candidate to cover all phases of the training. The candidates' professional development plan shall be consistent with the district plan for assisting a teacher toward proficiency as described in KRS 156.101(6)(c)6 and with the district's approved alternative certification proposal, and shall be fully discussed with the candidate.

(3) The candidate's professional development plan shall be submitted to the Education Professional Standards Board for review and approval, along with documentation of each team member's knowledge and skills as described in Section 6 of this administrative regulation and the candidate's application for candidacy as described in Section 3 of 16 KAR 9:050. If the board's judgment is that the professional development plan is not consistent with the approved district plan, the board may refuse to approve the individual plan and may deny the candidacy until a professional development plan is approved.

Section 4. Professional Support Team. A four (4) member professional support team who have successfully completed the training identified in Section 6 of this administrative regulation shall be identified by the local school district for each candidate seeking certification through an approved alternative training program as follows:

(1) School principal. The principal of the school where the candidate will be initially assigned to teach shall chair the professional support team. He shall keep records of the following:

(a) All informal visits and critiques;

(b) All formal visits and evaluations; and

(c) Documented changes made in the candidate's professional development plan. At regular intervals, the chair shall convene the team in order to discuss with the candidate his professional progress and appropriate modifications in the professional development plan.

(2) Experienced teacher. The teacher shall hold current certification valid for the grade range and subject area or a closely related subject area for which the candidate is seeking certification. The teacher shall hold Rank I or II, and shall have at least four (4) years of full-time teaching experience. At least one (1) year of the prior teaching experience shall be in the district that has employed the candidate.

(3) Instructional supervisor. The instructional supervisor shall hold a valid Kentucky certificate for supervision of instruction and shall have at least one (1) year of prior experience in the district that has employed the candidate. If an instructional supervisor is not available, the district shall assign a person who has held the full-time position of supervisor of instruction for at least one (1) year within the prior three (3) years and who holds a valid Kentucky certificate for supervision of instruction.

(4) College or university faculty member. The faculty member shall be a full-time faculty member of an accredited senior college or university who is associated with the teacher preparation program and whose academic field is the same as or closely related to the field in which the candidate is seeking certification. If a faculty member is not available, the district shall assign a person approved by a senior college or university who has held the full-time position of college faculty member within the prior three (3) years and whose academic field is the same as or closely related to the area in which the candidate is seeking certification.

Section 5. Training for the Candidate. A three (3) phase training program for each candidate, as established in KRS 161.049 shall occur to ensure implementation of the candidate's professional development plan and a minimum of 250 hours of formal instruction. Formal instruction shall be for the purpose of ensuring that the candidate acquires the competencies established in 704 KAR 20:070, Sections 2, 3, 4, 5, 6 and 8 and shall relate directly to the candidate's professional development plan and to the knowledge base of the Kentucky teacher internship program. Formal instruction shall include:

(1) Phase I training. Phase I shall include a full-time seminar and practicum of no less than eight (8) weeks' duration prior to the time the candidate assumes responsibility for a classroom and shall comply with the following:

(a) The training program shall include an introduction to basic teaching skills through supervised teaching experiences with students.

(b) The training program shall integrate the candidate's supervised teaching experience with formal instruction in human growth and development, basic teaching skills, classroom management, dealing with diverse learning styles of diverse student populations, student assessment, and the knowledge base for the Kentucky teacher internship program.

(c) The district shall provide a formal orientation to the policies, organization, curriculum, and student characteristics of the employing district. The orientation shall be supervised by, or provided by, one (1) or more members of the professional support team.

(d) During the last week of Phase I training, evaluations shall be performed by or supervised by one (1) or more members of the professional support team, and shall include written tests and observations of the candidate's classroom performance. The candidate's understanding in the areas of formal instruction outlined in Section 5(1)(b) and the candidate's performance in the competency areas established in the designated sections of 704 KAR 20:070 shall be evaluated, along with the candidate's understanding of policies, organization and curriculum of the employing school district. Evaluation results in written form shall be shared with all members of the professional support team and shall be used to modify and improve the candidate's professional development plan. The revised professional development plan shall be discussed with the candidate and forwarded to the Kentucky Department of Education.

(2) Phase 2 training. Phase 2 shall include eighteen (18) weeks of formal instruction, informal observations and critiques of the candidate during which time the candidate shall have responsibility for one-half (1/2) time classroom assignment. Formal instruction, informal observations, critiques and evaluations shall relate directly to the candidates' professional development plan and to the competencies established in 704 KAR 20:070. Phase 2 training shall comply with the following:

(a) Prior to or during the first week of Phase 2 training the team shall discuss with the candidate the purpose and expectations of informal observations, critiques, formal observations and evaluations, as defined in Sections 7 and 8 of this administrative regulation.

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(b) Informal observation and critique. The candidate shall be visited, informally observed, and critiqued at least one (1) time per week by one (1) or more members of the professional support team. Over the eighteen (18) week period, each member of the team shall visit, informally observe and critique no less than five (5) times.

(c) Formal observation. Each team member shall schedule a formal observation of the candidate at least one (1) time during the first five (5) weeks, one (1) time during the second five (5) weeks, and one (1) time during the last eight (8) weeks.

(d) Formal evaluation. The team shall meet to formally evaluate the candidate at the end of five (5) weeks, at the end of ten (10) weeks, and at the end of eighteen (18) weeks. After each set of formal evaluations, the team shall meet with the candidate to discuss evaluation results which may lead to modifications of the candidate's professional development plan.

(3) Phase 3 training. Phase 3 training shall include eighteen (18) weeks of formal instruction, informal visits and critiques of classroom assignment, and at least two (2) formal observations and evaluations during which time the candidate shall have full-time classroom assignment. Phase 3 training shall comply with the following:

(a) Each member of the professional support team shall informally visit and critique the candidate at least one (1) time per month. Each informal observation shall last no less than a full class period.

(b) The district plan shall show time and personnel allocations to permit the candidate to spend at least one (1) class period per week observing an experienced teacher. Teachers selected for observation shall represent a variety of classroom subjects and levels, and shall be chosen for their ability to demonstrate a variety of exemplary teaching techniques and strategies.

(c) Each member of the professional support team shall formally observe and evaluate the candidate at least two (2) times. No more than eight (8) weeks shall occur without a formal observation.

(d) Formal instruction shall continue during this period.

(e) The candidate shall take the professional knowledge portion of the core battery of the NTE no earlier than the Phase 3 training period. The score required of the candidate is established in 16 KAR 6:010. The professional support team shall not recommend approval for a candidate until a passing score is achieved.

Section 6. Training for the Professional Support Team. (1) Each member of the professional support team shall successfully complete the training to prepare classroom observers for the Kentucky teacher internship program. Each member of the team shall successfully complete the written and coding tests for the Kentucky teacher internship program before undertaking service on a professional support team. In no case shall training for a team member occur after the start of Phase I training.

(2) In addition, each member of the professional support team shall provide documented evidence of possessing knowledge and skills in field and clinical supervision, mentoring, conferencing, student assessment, evaluation of curricula and teaching skills, and dealing with a variety of students including children of diverse cultural backgrounds and exceptional children. Documentation of these competencies shall accompany the district proposal.

(3) Prospective team members who have successfully completed the training and testing for the Kentucky teacher internship program, but who lack documented evidence of knowledge and skills in one (1) or more of the areas specified in subsection (2) of this section, shall successfully complete training in these areas. The training shall be completed prior to Phase I of the district's approved program, and shall be provided through, or approved by, the Kentucky Department of Education.

Section 7. Informal Observation and Critique. (1) During an informal observation visit, each team member shall record observations regarding the candidate's performance in relation to the Kentucky teacher internship knowledge base and the performance of students in the classroom. Team members may use the classroom observation instrument of the Kentucky teacher internship program. Each informal observation leading to a critique shall be no less than twenty (20) minutes. Visits for informal observations shall be scheduled and unscheduled, and over the period of eighteen (18) weeks shall cover the range of times and activities for which the candidate is responsible for the classroom.

(2) At a critiquing session following an informal observation, results shall be shared with the candidate. The critique shall occur as soon as possible after the observation in order to assist the candidate to improve his classroom performance and the performance of his students.

Section 8. Formal Observation and Evaluation. (1) Formal observations shall be scheduled in advance with the candidate and shall last no less than one (1) class period. Team members shall use the classroom observation instrument of the Kentucky teacher internship program during each formal observation and shall share observation results with the candidate as soon as possible after the end of the formal observation.

(2) As a part of the formal evaluation, team members shall review the candidate's progress as recorded on observation instruments, notes and other documents relating to the candidate's classroom performance.

(3) Each formal evaluation shall consist of the team's written assessment of the candidate's performance as measured through formal and informal observations.

(4) Following each set of formal evaluations, the team shall meet with the candidate to discuss evaluation results, which may lead to modification of the candidate's professional development plan. The team and the candidate shall plan together for the candidate's professional growth over the following training periods.

Section 9. Evaluation Report of the Candidate. (1) At the conclusion of the alternative training program for each candidate, the chair of the professional support team shall prepare a comprehensive evaluation report on the candidate's performance. The professional support team shall by majority vote recommend one (1) of the following actions to the Education Professional Standards Board:

(a) Approved. The professional support team recommends issuance of the statement of eligibility for the candidate, who may seek a teaching position and undertake the Kentucky teacher internship program established under 704 KAR 20:320.

(b) Insufficient. The professional support team recommends that the candidate be allowed to seek reentry into a district alternative teacher preparation program. The team shall identify areas of insufficiency and shall attach to the recommendation a suggestion for remediation in each area. The team shall also recommend a point of reentry to a district alternative preparation program.

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(c) Disapproved. The professional support team recommends that the candidate not be permitted to enter a district alternative teacher preparation program. The team shall identify specific reasons for this recommendation and shall document the evidence used by the team to reach its decision. Reasons for the recommendation of disapproved shall be attached to the recommendation form, and shall be directly related to one (1) or more of the areas of formal instruction, testing, and classroom performance specified in Sections 5, 7 and 8 of this administrative regulation.

(2) All team members shall vote on the final recommendation. If the professional support team fails to achieve a majority vote (3-1 or 4-0) for any recommendation, the decision shall be interpreted as falling under the insufficient category. The team chair shall prepare a narrative describing the vote. Team members may attach an individual position statement to any recommendation. All documents shall be forwarded for review by the Education Professional Standards Board.

(3) The chair shall forward the recommendation form and all observation and evaluation documents to the Education Professional Standards Board.

Section 10. Program Evaluation. (1) The district or consortium proposal for an alternative teacher preparation program shall include a schedule for short-range program evaluation to include, but not be limited to, an evaluation of the effectiveness of the formal instruction in relation to acquisition by the candidate of the knowledge and competencies specified in Section 5 of this administrative regulation, the supervised student teaching, the assistance provided by the professional support team, and the effectiveness of the candidate in the classroom during the two (2) eighteen (18) week training sessions.

(2) The plan shall include a schedule for long-range program evaluation to include, but not be limited to, the goals of the alternative preparation program and the effectiveness of the program in meeting these goals.

(3)(a) The Education Professional Standards Board shall conduct periodic reviews of the district training programs which shall include on-site evaluations to verify the quality of the programs. The on-site evaluations shall be scheduled in advance with the district to allow sufficient time for the district to provide evaluation results and other necessary records and documents, ensure availability of program staff and candidates and provide other facilities for the conduct of the evaluation.

(b) The Educational Professional Standards Board shall provide a copy of its evaluation report to the district within thirty (30) working days of the site visit. The district shall provide a written response to all program weaknesses identified in the board's report and shall forward this response to the board within thirty (30) working days of receipt of the board's evaluation report. The board shall review the report and response and shall take appropriate action.

(c) If in the judgment of the board an alternative training program exhibits continuing and insurmountable weaknesses, the board may direct termination of the program at the end of the current school year.

Section 11. Extension of Program Approval. (1) Over the signature of the appropriate superintendent or superintendents, a district or consortium of districts may apply for an extension of an approved alternative training program for an additional period of time not to exceed five (5) years. The request for extension shall reference program evaluation results described under Section 10 of this administrative regulation, and shall specify significant changes in program components that have occurred since the training program received prior board approval and that are planned for implementation in subsequent training periods.

(2) The request for extension shall specify how program costs in terms of salaries, training personnel, staff time and district facilities shall be accommodated within the district's budget, and shall provide other assurances of program quality as may be requested by the Education Professional Standards Board. Standards for program approval and program quality specified under Sections 2 through 10 of this administrative regulation shall be maintained under any program extension. (18 Ky.R. 223; eff. 9-6-91; recodified from 704 KAR 20:600, 7-2-2002.)

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16 KAR 9:070. Kentucky Primary Alternative Certification Program.

RELATES TO: KRS 161.028(1)(a), (c), 161.030, 161.048(3), 161.049

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), 161.030, 161.048(3), 161.049

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048(3) requires the Education Professional Standards Board to promulgate administrative regulations establishing standards for local district training programs and the approval and evaluation process for an alternative training program for primary teachers. This administrative regulation establishes the requirements for Kentucky's Primary Alternative Certification Program.

Section 1. School District Plan. (1) Submission and approval. A school district certification plan required by KRS 161.048(3) and 161.049(3) shall be submitted to the Office of Teacher Education and Certification in the Kentucky Department of Education for review. The Office of Teacher Education and Certification shall forward all plans that meet review criteria to the Education Professional Standards Board for approval.

(2) A district plan shall be signed by:

(a) 1. The district superintendent; or

2. If the plan is submitted by a consortium, each superintendent involved in the consortium; and

(b) The dean of the teacher education unit at the sponsoring college or university.

(3) The district plan shall include the following:

(a) Written evidence that the district has sought joint sponsorship of the program with a college or university;

(b) The names and qualifications of the individuals who will provide formal instruction to participants;

(c) A description of the required training program for members of the professional support team;

(d) A tentative budget to include anticipated personnel costs for the period of time for which approval is requested;

(e) The name, title, work address, and telephone number of the program director;

(f) A description of the candidate appeals process;

(g) Professional support team roles and expectations for each stage of the candidate training program; and

(h) Time and personnel allocations for permitting Phase 3 candidates to observe an experienced teacher at least one

(1) class period per week.

(4) Review criteria and procedures.

(a) Office of Teacher Education and Certification staff shall review each plan in terms of:

1. Compliance with established alternative certification program administrative regulations;

2. Adequacy of financial and personnel resources; and

3. Qualifications of training program staff, particularly in the areas of instruction and supervision.

(b) Office of Teacher Education and Certification staff shall recommend acceptance or denial of the plan to the Education Professional Standards Board along with a rationale for the recommendation.

(c) The board shall:

1. Review the staff recommendations;

2. Approve or deny each plan; and

3. Transmit the decision and rationale for the decision to the district or group of districts.

(d) Approval decisions granted by the board shall specify the period for which approval is granted. The approval period shall not exceed five (5) years.

(e) If the plan is denied approval, it may be revised and resubmitted.

(5) Extension of approval. The superintendent of a district or superintendents of a group of districts may request an extension of program approval for an additional period not to exceed five (5) years. The request shall include results of program evaluation and a financial impact analysis. Additional assurances of program quality as requested by the Education Professional Standards Board shall be provided.

(6) Program revisions.

(a) Significant deviations in program components shall be submitted to the Education Professional Standards Board for approval prior to implementation of program changes.

(b) The proposed revision along with the corresponding section of the original plan and a rationale for the revision shall be sent to staff in the Office of Teacher Education and Certification for review and presentation to the Education Professional Standards Board for approval.

Section 2. Professional Support Team. The school district shall assign a professional support team to each candidate.

(1) Principal.

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(a) The principal, as chair, shall keep records of the following:

1. All informal classroom observations and critiques;
2. All formal classroom observations and evaluations; and
3. Documented changes made in the candidate's professional growth plan.

(b) At regular intervals, the chair shall convene the candidate and the team to discuss professional progress and modifications in the professional growth plan if needed.

(2) Experienced teacher. The experienced teacher shall hold current Kentucky certification valid for teaching in the primary grades at Rank I or II levels and shall have at least four (4) years of full-time teaching experience. At least one (1) year of the teaching experience shall be in the district that has employed the candidate and at least one (1) year shall be in a primary school program.

(3) Instructional supervisor. The instructional supervisor shall hold a valid Kentucky certificate for supervision of instruction and shall have at least one (1) year of prior experience in the employing school district. If an instructional supervisor is not available, the district shall assign a person who holds a valid Kentucky certificate for supervision of instruction and who has held the full-time position of supervisor of instruction for at least one (1) year within the three (3) preceding years.

(4) College or university faculty member. The college or university representative shall be a full-time or part-time faculty member who has credentials or experiences in child development, early childhood education, or a closely related field. If a faculty member is not available, the district shall assign a person approved by a college or university who has held the position of college faculty member within the preceding three (3) years and whose credentials or experiences are in child development, early childhood education, or a closely related field.

(5) Training for professional support team.

(a) Each member of the professional support team shall successfully complete the Kentucky Teacher Internship Program (KTIP) training for classroom observers.

(b) Each member of the support team shall successfully complete the written and coding tests for the KTIP prior to service on a professional support team.

(c) Training for a team member shall not occur after Phase 1 of the candidate training begins.

Section 3. Procedures for Admission. All candidates for entry into an alternative certification program shall:

(1) Receive a one (1) year provisional teaching certificate prior to program participation;

(2) Be classified as Rank IV for salary purposes; and

(3) Apply to the Office of Teacher Education and Certification in the Kentucky Department of Education for the one (1) year provisional teaching certificate by submitting:

(a) A completed Form TC-1, with the local district completing Section 4 of this form; and

(b) The following items with the application:

1. Official transcripts of all college work;

2. Written evidence of an offer of employment by a school district with an approved alternative certification program;

3. Evidence of a criminal record review;

4. Three (3) recent letters of reference from persons not related to the candidate who are familiar with the candidate's professional work; and

5. Documentation of the candidate's employment history, including a position description that shows a direct relationship to the subject matter of the candidate's teaching field for:

a.(i) The candidate's current position; or

(ii) If the candidate is currently unemployed, the position held immediately prior to application for entry to the alternative training program; and

b. Each position submitted by the candidate to meet the experience requirement.

Section 5. Professional Growth Plan. (1) An individual professional growth plan shall:

(a) Be consistent with:

1. The district plan for assisting a teacher toward proficiency, as required by KRS 156.101(6)(c)6;

2. The requirements of the New Teacher Standards established in 16 KAR 1:010; and

3. The district's approved alternative certification proposal;

(b) Be developed for each candidate;

(c) Be discussed with the candidate prior to the beginning of the program;

(d) Address all phases of the training program; and

(e) Meet the requirements for formal instruction established in KRS 161.049(5). Formal instruction shall:

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1. Be designed to ensure that the candidate meets the requirements of the new teacher standards established in 16 KAR 1:010; and

2. Relate directly to the:

a. Candidate's professional growth plan; and

b. Knowledge base of the Kentucky Teacher Internship Program (KTIP).

(2) Approval of professional growth plan.

(a) Each candidate's professional growth plan shall be submitted to the Education Professional Standards Board for review and approval.

(b) If the board judges that the professional growth plan is not consistent with the approved district plan, the board shall deny approval of the individual plan and the candidacy until an appropriate professional growth plan is approved.

(c) For each candidate seeking certification through an approved alternative training program, the district shall submit the following to the Office of Teacher Education and Certification:

1. Identification of the school or an accurate description of another location, in which the candidate shall be trained during the first eight (8) weeks of the program. Reasons for selecting a nonschool site shall be provided;

2. Identification of the school or an accurate description of another location, in which the candidate shall teach and be trained during the two (2) subsequent eighteen (18) week periods of training;

3. The proposed daily work load appropriate for Rank IV and a schedule of the candidate for each phase of the training;

4. A copy of the official letter offering employment to the candidate;

5. Evidence that the candidate has accepted the offered employment; and

6. The names and positions of the members of the professional support team to include evidence that each member has successfully completed training and testing for participation in the Kentucky Teacher Internship Program or the required update as established in 16 KAR 7:010.

Section 6. Candidate Training Program. The candidate training program shall provide essential knowledge and skills in three (3) phases.

(1) Phase 1 training. The professional support team and the candidate shall meet before the candidate begins Phase 1 training for orientation to the approved training program and to the responsibilities and expectations for each team member and the candidate. Phase 1 training shall comply with KRS 161.049(4)(a) and include the following:

(a) An introduction to basic teaching strategies through supervised teaching experiences with students.

(b) Integration of the candidate's supervised teaching experience with formal instruction in child development and learning, basic teaching strategies, classroom management, dealing with diverse learning styles of diverse student populations, student assessment with emphasis on methods of continuous program assessment and authentic assessment tasks, an understanding of school governance including school-based decision making, and the knowledge base for the Kentucky Teacher Internship Program.

(c) A formal orientation to the policies, organization, curriculum, and student characteristics of the employing district. The orientation shall be supervised or provided by one (1) or more members of the professional support team.

(2) Phase 2 training. Phase 2 training shall comply with KRS 161.049(4)(b) and include eighteen (18) weeks of formal instruction, informal observations, and critiques of the candidate's performance. Formal instruction, informal observations, critiques, and evaluations shall relate directly to the candidate's professional growth plan and to the New Teacher Standards established in 16 KAR 1:010 and subsection (1)(b) of this section. Phase 2 training shall comply with the following:

(a) Prior to or during the first week of Phase 2 training, the professional support team shall discuss with the candidate the purpose and expectations of informal observations, critiques, formal observations, and evaluations.

(b) The candidate shall be visited, informally observed, and critiqued at least once per week by one (1) or more members of the professional support team. During the eighteen (18) week period, each member of the support team shall visit, informally observe, and critique the candidate at least five (5) times.

(c) Each team member shall schedule a formal observation of the candidate at least once during the first five (5) weeks, once during the second five (5) weeks, and once during the last eight (8) weeks.

(d) The support team shall meet to formally evaluate the candidate at the end of five (5) weeks, at the end of ten (10) weeks, and at the end of eighteen (18) weeks. After each set of formal evaluations, the support team shall meet with the candidate to discuss evaluation results. Modifications of the candidate's professional growth plan may be needed as a result of the formal evaluations.

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(3) Phase 3 training shall comply with KRS 161.049(4)(c) and include eighteen (18) weeks of formal instruction, informal visits and critiques of classroom performance, and at least two (2) formal observations and evaluations. Phase 3 training shall comply with the following:

(a) Each member of the professional support team shall informally visit and critique the candidate at least once per month. Each informal observation shall last at least one (1) hour.

(b) The candidate shall spend at least one (1) class period per week observing an experienced teacher. Teachers selected for observation shall represent a variety of models of primary classrooms and shall be chosen for their ability to demonstrate a variety of exemplary teaching techniques and strategies.

(c) Each member of the professional support team shall formally observe and evaluate the candidate at least twice.

(4) Completion of training program.

(a) The candidate shall take the specialty area test identified in 16 KAR 6:010 no earlier than the Phase 3 training period. The scores required of the candidate shall be those established in 16 KAR 6:010. The professional support team shall not recommend approval for a candidate until passing scores are achieved on all required tests.

(b) Upon completing the alternative training program, obtaining a passing score on the specialty area test as established in 16 KAR 6:010, and upon receiving a recommendation of approval by the professional support team, the candidate shall be issued a certificate of eligibility for participation in the Kentucky Teacher Internship Program established in KRS 161.030 and implemented through 16 KAR 7:010.

(5) Informal observation and critique.

(a) During an informal observation each support team member shall record observations of the candidate's performance in relation to the Kentucky Teacher Internship Program knowledge base and the performance of students in the classroom. Team members may use the classroom observation instrument of the Kentucky Teacher Internship Program. Each informal observation leading to a critique shall be no less than twenty (20) minutes. Visits for informal observations shall be announced and unannounced and shall include the range of times and activities for which the candidate has classroom responsibilities.

(b) A conference shall be held with the candidate following each informal observation to discuss results. The conference shall occur as soon as possible after the observation in order to assist the candidate in improving classroom performance and the performance of students.

(6) Formal observation and evaluation.

(a) Formal observations shall be scheduled in advance with the candidate and shall last no less than one (1) hour each. Team members shall use the classroom observation instrument of the Kentucky Teacher Internship Program during each formal observation and shall provide observation results to the candidate as soon as possible after the end of the formal observation.

(b) As a part of the formal evaluation, team members shall review the candidate's progress as recorded on observation instruments, notes, and other documents relating to the candidate's classroom performance.

(c) Each formal evaluation shall consist of the team's written assessment of the candidate's performance as measured through formal and informal observations.

(d) Following each set of formal evaluations, the team shall meet with the candidate to discuss evaluation results which may lead to modification of the candidate's professional growth plan. The team and the candidate shall plan together for the candidate's professional growth over the following training periods.

(7) Evaluation report of the candidate.

(a) The professional support team shall make a recommendation pursuant to KRS 161.049(6).

(b) All team members shall vote on the final recommendation. If the professional support team fails to achieve a majority vote (3-1 or 4-0) for any recommendation, the decision shall be interpreted as falling under the insufficient category. The team chair shall prepare a narrative describing the vote. Team members may attach an individual position statement to any recommendation. All documents shall be forwarded by the chair to the Education Professional Standards Board for review.

Section 7. Candidate Appeals Process. (1) The sponsoring district or consortium shall establish an appeal process for candidates in the alternative training program and shall notify the Education Professional Standards Board of this process at the time of application for approval of the program.

(2) Complaints relative to failure of the sponsoring district or consortium or the professional support team to comply with and follow all prescribed statutory and regulatory requirements and procedures of an approved alternative training program shall be directed to and assessed by the superintendent or designee of the sponsoring district or consortium. The district shall notify the Education Professional Standards Board of all appeals and actions taken as a result of appeals.

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Section 8. Program Evaluation. (1) The district or consortium proposal for an alternative teacher preparation program shall include:

(a) A schedule for short-range program evaluation, including an evaluation of the effectiveness of the:

1. Formal instruction in relation to acquisition by the candidate of the knowledge and competencies specified in this administrative regulation;

2. Supervised teaching;

3. Assistance provided by the professional support team; and

4. Candidate in the classroom during the two (2) eighteen (18) week training sessions; and

(b) A schedule for long-range program evaluation, including an evaluation of the:

1. Goals of the alternative preparation program; and

2. Effectiveness of the program in meeting these goals.

(2)(a) The Education Professional Standards Board shall conduct, or cause to be conducted, periodic reviews of the district training programs which shall include on-site evaluations to verify the quality of the programs.

(b) The on-site evaluations shall be scheduled in advance with the district to:

1. Allow sufficient time for the district to provide evaluation results and other necessary records and documents;

2. Ensure availability of program staff and candidates; and

3. Provide other facilities for the conduct of evaluation.

(c) The Education Professional Standards Board shall:

1. Provide a copy of its evaluation report to the district within thirty (30) working days of receipt of the board's evaluation report;

2. Review the report and response; and

3. Take appropriate action. If in the judgment of the board an alternative training program exhibits continuing and insurmountable weaknesses, the board shall direct termination of the program at the end of the school year.

Section 9. Incorporation by Reference. (1) Form TC-1, revised 7/99, is incorporated by reference.

(2) This material may be inspected, copied, or obtained at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (18 Ky.R. 2903; eff. 5-1-92; Am. 26 Ky.R. 1039; 1418; eff. 1-18-2000; recodified from 704 KAR 20:610, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE
Action Item B**

Action Item:

Eastern Kentucky 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 and advanced level preparation programs at Eastern Kentucky University?

Background:

A joint NCATE/state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Eastern Kentucky University on November 6 – 10, 2010. The BOE team found all standards were met with six corrected areas for improvement, one continued area for improvement, and two new areas for improvement. The BOE also reviewed program documents as part of the on-site visit and found them to be in compliance with program guidelines established and approved by the EPSB. At its June 14, 2011 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials, including the institutional report, the BOE Report, the unit's rejoinder, and NCATE Action Report.

The AAC reviewed each area for improvement cited in the BOE Report. There were three NCATE-cited areas for improvement and three EPSB-cited areas for improvement resulting from the 2002 visit. The wording of the areas for improvement differed, but the areas for improvement were essentially the same. All these areas for improvement were found to be corrected during the 2010 visit. The BOE team identified one continued area for improvement and one new area for improvement. The AAC agreed with the findings of the BOE team.

Corrected

Standard 2: Assessment System and Unit Evaluation

- 1) (NCATE) Some assessment instruments do not reflect the unit's conceptual framework.
- 2) (Ky EPSB) Data are not regularly and systematically compiled, summarized, and analyzed at the unit level.

Standard 4: Diversity

- 1) (NCATE) The unit does not ensure that all teacher candidates have field experiences in diverse settings. (Initial)
- 2) (Ky EPSB) There is no assurance that all teacher candidates have experience in diverse settings. (Initial)

Standard 6: Unit Governance and Resources

- 1) (NCATE) Some faculty loads are excessive, thus interfering with the quality of teaching, research, and service.
- 2) (Ky EPSB) Some faculty overloads are excessive, thus interfering with the quality of teaching, research, and service that they provide.

Continued

Standard 4: Diversity

- 1) Teacher and other school professionals programs do not systematically ensure that all candidates have field experiences in diverse settings. (Advanced)

New

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1) Data that demonstrate the impact on student learning and the candidates' ability to create a positive learning environment were not evident for the educational administrator programs. (Advanced)

The AAC voted to agree with the findings of the BOE team as cited in the BOE Report and by NCATE. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts the corrected, continued, and new areas for improvement listed above and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL AND ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Eastern Kentucky 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 Eastern Kentucky University.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Eastern Kentucky University.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Eastern Kentucky University.

Issue Two: Program Approval

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

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

Accreditation Audit Committee (AAC)

Education Professional Standards Board

Conference Room B

June 14, 2011

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Susan Compton
Joy Gray
Shirley Nelson
Jack Rose
Tim Watkins

EPSB Staff Present:

Kim Walters-Parker
Allison Bell
Janice Linville

Members Absent:

Zella Wells

The meeting began at 9:00. A general welcome and explanation of the conference call attendance by Jack Rose was provided. The new division director introduced herself and committee members introduced themselves to her. Committee members provided revisions to the contact information on the membership list. An amendment was made to the agenda to add a few minutes for committee discussion.

APPROVAL OF MINUTES:

Motion made by Joy Gray, seconded by Tim Watkins, to approve the minutes from the previous AAC meeting.

Vote: *Approve the motion (Yes: Unanimous (6-0))*

The AAC reviewed the documentation including, but not limited to, the Institutional Report (IR), Board of Examiners (BOE) team report, and the institutional rejoinder, and made recommendations for accreditation and program approval for the following institutions:

UNIVERSITY OF THE CUMBERLANDS

Brenda McGown, Chair of the Board of Examiners (BOE) team, presented the report on behalf of the team. She identified each of the team members and attested to the thoroughness of the visit. She was complimentary of the graciousness and hospitality shown by University of the Cumberland (UC). She attested that the BOE team found all standards had been met with one corrected area for improvement in Standard 4 and one in Standard 6, no continuing areas for improvement, and two new areas for improvement in Standards 2 and 4.

Dr. Robert Heffern, chair of the Department of Education at UC, commented on behalf of the institution. He described the accreditation process as a growth experience in knowledge. Also, the experience “brought a cohesiveness” to the faculty. He was complimentary of the team, especially to Brenda, who filled in as chair at the last minute. He updated the AAC on the unit’s progress and continued growth that has resulted from the visit. Dr. Heffern agreed with the findings of the BOE team. He indicated that the faculty numbers had increased. Prior to the visit, the unit had developed a systematic approach to ensuring each candidate would have experiences

with diverse faculty; however, faculty turnover affected that approach. The unit has increased its efforts and created a system so that each candidate has a course that is taught or co-taught by diverse faculty. Dr. Melanie Cardell, Program Coordinator of the Reading and Writing program, discussed work that is occurring in the reading program, especially efforts to revise syllabi, thereby demonstrating a clearer connection between the program standards (IRA and KTS) to the program assessments.

Committee members discussed efforts to integrate the Kentucky Core Standards into all preparation programs. The committee confirmed that the unit had been making strides in addressing the concerns identified during the visit. The AAC reviewed the findings of the BOE team and agreed with its findings that all standards were met, with following areas for improvement:

Corrected Areas for Improvement:

Standard 4: Diversity

- 1) Racial/ethnic diversity is not present in the undergraduate teacher education student body.

Standard 6: Unit Governance and Resources

- 1) The unit lacks adequate staff to support its data management needs. (Initial and Advanced)

Continued Areas for Improvement:

None

New Area for Improvement:

Standard 2: Assessment System and Unit Evaluation

- 1) The assessments being used in the Reading Specialist program are not anchored in the specialty professional association and Kentucky Teacher Standards. (Advanced)

Standard 4: Diversity

- 1) Evidence does not indicate that all candidates interact with diverse faculty members. (Initial and Advanced)

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted (6-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted (6-0) to agree with the corrected areas for improvement cited in the BOE Report.
- 3) Voted (6-0) to agree with the new areas for improvement cited in the BOE Report.
- 4) Voted (6-0) that all standards are met.

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

EASTERN KENTUCKY UNIVERSITY

Joy Gray recused.

Katherine McCormick, Co-chair of the joint NCATE/state Board of Examiners (BOE) team, presented the report on behalf of the team. She provided an overview of the team members and their findings and affirmed the thoroughness of the visit. She was complimentary of the

hospitality shown by Eastern Kentucky University (EKU). She noted a unit strength that the BOE found exceptional – the technology application and support of the unit’s assessment system. She reported the BOE team found all standards had been met with two corrected areas for improvement in Standard 2, one corrected in Standard 4, and one corrected in Standard 6. She indicated the team recommends one continued, although reworded, area for improvement in Standard 4 and one new area for improvement in Standard 1.

Dr. William Phillips, Dean of the College of Education, spoke on behalf of the institution. He was complimentary of the BOE team and discussed the numerous activities that are occurring between EKU and its partnering districts.

The AAC reviewed the findings of the BOE team and agreed with the BOE team findings that all standards were met and the following areas for improvement:

Corrected Areas for Improvement:

Standard 2: Assessment System and Unit Evaluation

- 1) (NCATE) Some assessment instruments do not reflect the unit’s conceptual framework.
- 2) (Ky EPSB) Data are not regularly and systematically compiled, summarized, and analyzed at the unit level.

Standard 4: Diversity

- 1) (NCATE) The unit does not ensure that all teacher candidates have field experiences in diverse settings. (Initial)
- 2) (Ky EPSB) There is no assurance that all teacher candidates have experience in diverse settings. (Initial)

Standard 6: Unit Governance and Resources

- 1) (NCATE) Some faculty loads are excessive, thus interfering with the quality of teaching, research, and service.
- 2) (Ky EPSB) Some faculty overloads are excessive, thus interfering with the quality of teaching, research, and service that they provide.

Continued Areas for Improvement:

Standard 4: Diversity

- 1) Teacher and other school professionals programs do not systematically ensure that all candidates have field experiences in diverse settings. (Advanced)

New Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

- 1) Data that demonstrate the impact on student learning and the candidates’ ability to create a positive learning environment were not evident for the educational administrator programs. (Advanced)

It was noted that the Deaf and Hard of Hearing program does not meet the 80 percent pass rate requirement per NCATE Standard 1 (Element 1a.). Although the insufficient pass rate was identified in the narrative of the BOE Report, the final BOE Report did not identify it as an area for improvement. Discussion regarding this issue occurred between EPSB staff and the

committee members. The AAC decided not to cite the pass rate as an area for improvement because the program had already been identified under the EPSB Emergency Program Review Procedures.

Following appropriate meeting protocol, the AAC made the following decisions:

- 1) Voted (5-0) that the BOE team followed approved accreditation guidelines when conducting the visit.
- 2) Voted (5-0) to agree with the corrected areas for improvement cited in the BOE Report.
- 3) Voted (5-0) to agree with the continuing areas for improvement cited in the BOE Report.
- 4) Voted (5-0) to agree with the new areas for improvement cited in the BOE Report.
- 5) Voted (5-0) that all standards are met.

In addition to decisions identified above, the AAC recommends PROGRAM APPROVAL (Vote: 5-0) and ACCREDITATION for Eastern Kentucky University (Vote: 5-0).

BOYCE COLLEGE

Boyce College (SCC) was represented by Dr. Al Hickey, Chair of the Teacher Education Program, and Dr. Dave DeKlavon, Associate Dean for Academic Administration. Dr. Bonnie Banker, who served as chair of the BOE team, identified the team members and presented an overview of the one day developmental visit. Dr. Banker identified the current status of the unit in relation to the NCATE standards. She also highlighted the remaining areas which need further development, such as partnerships with the local public schools/district, library and teacher curriculum resources, access to additional resources (Gheens Academy, metroversity, etc.), technology support, and the creation of a diversity action plan that would include measureable outcomes for the candidates and unit goals for diverse candidates and faculty as well as for field experiences. Although there were several considerations for improvement identified in the BOE Report, Dr. Banker confirmed that the BOE team agreed the unit was developing and moving in the right direction to seek full accreditation.

The committee discussed the considerations cited in the BOE Report and determined that there were some conditions that must be met before the committee would agree to recommend Boyce College for Temporary Authorization. First, the unit would need to hire an additional faculty member (signed contract to be submitted to EPSB). Second, written contracts (MOAs or MOUs) defining the partnership expectations between the unit and the district would need to be supplied. Third, a written financial commitment from the institution would need to be supplied that dedicated a minimum of an additional \$10,000 (on top of what's already been budgeted) to purchase program curriculum materials. Included in this documentation would be a list identifying purchased materials as well as materials currently being purchased.

Dr. Hickey was complimentary of the team's visit and agreed with the identified areas for consideration. He indicated that the unit began to address the considerations from the BOE Report immediately following the visit. He indicated the program has been revised to include more field experiences earlier in the program, and the faculty has begun to address the Core Academic Standards requirements. He also stated the unit is in the process of hiring a second full-time faculty member who is working on her terminal degree and has elementary education background.

The AAC made the following unanimous decisions regarding the Stage Two of Developmental Process for Boyce College:

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- 1) Agrees with the Considerations for Further Development sections as reported by the Board of Examiners.
- 2) Agrees to recommend approval to the EPSB with regard to temporary authorization for Boyce College if the identified conditions are met for the August Board meeting.

Biennial Review

Biennial reviews were conducted for 15 institutions:

Alice Lloyd College

Kentucky Wesleyan College

Bellarmino University

Midway College

Berea College

Morehead State University

Brescia University

Murray State University

Campbellsville University

Pikeville College

Georgetown College

University of Kentucky

Kentucky Christian University

University of Louisville

Kentucky State University

The next meeting was scheduled for December 12, 2011.

Meeting adjourned upon completion of the biennial reviews at 2:30 p.m.

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Section 20. 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. Accredit; 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

(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

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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.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

University of the Cumberlands: 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 University of the Cumberlands?

Background:

A state Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at University of the Cumberlands on October 23 – 27, 2010. The BOE team found all standards were met with two corrected areas for improvement, no continued areas for improvement, and two new areas for improvement. The BOE also reviewed program documents as part of the on-site visit and found them to be in compliance with program guidelines established and approved by the EPSB. At its June 14, 2011 meeting, the Accreditation Audit Committee (AAC) met (see attached minutes) and reviewed the accreditation materials, including the institutional report, the BOE Report, and the unit's rejoinder.

The AAC reviewed the following areas for improvement cited in the BOE Report:

Corrected

Standard 4: Diversity

- 1) Racial/ethnic diversity is not present in the undergraduate teacher education student body. (Initial)

Standard 6: Unit Governance and Resources

- 1) The unit lacks adequate staff to support its data management needs. (Initial and Advanced)

New

Standard 2: Assessment System and Unit Evaluation

- 1) The assessments being used in the Reading Specialist program are not anchored in the specialty professional association and Kentucky Teacher Standards. (Advanced)

Standard 4: Diversity

- 1) Evidence does not indicate that all candidates interact with diverse faculty members.
(Initial and Advanced)

The AAC voted to agree with the findings of the BOE team as cited in the BOE Report. Pursuant to 16 KAR 5:010, Section 19, the AAC accepts all the areas for improvement listed above and recommends: (1) ACCREDITATION and (2) APPROVAL OF THE INITIAL and ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at University of the Cumberlands.

Groups/Persons Consulted

Content Area Program Reviewers
Continuous Assessment Review Committee
Reading Committee
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 University of the Cumberlands.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for University of the Cumberlands.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for University of the Cumberlands.

Issue Two: Program Approval

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

AAC Recommendation:

Issue One: Alternative 1

Issue Two: Alternative 1

Rationale:

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

Contact Person:

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Date:

August 1, 2011

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Section 20. 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. Accredit; 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

(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:

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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.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Boyce College: Stage Three of Developmental Process for New Educator Preparation 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 temporary authorization to the Educator Preparation Unit at Boyce College?

Background:

At the November 2008 meeting of the EPSB, Boyce College submitted a letter of intent requesting accreditation as a Kentucky institution. Over the past three years Boyce College has submitted documentation in accordance with the Stage One requirements of the Developmental Process for New Education Preparation Programs outlined in 16 KAR 5:010 Section 3. On March 2, 2011, a Board of Examiners (BOE) team composed of three BOE, one KEA representative, and four EPSB staff members participated in a one-day site visit to Boyce College. The BOE team reviewed the unit's institutional report as well as the other Stage One materials, including the Pre-Conditions, and interviewed administrators, faculty, support services staff, and prospective candidates. Materials from Stages One and Two were reviewed by the Accreditation Audit Committee (AAC) during the June 14 meeting (see attached minutes). The BOE team identified evidence under each standard; however, Considerations for Further Development were indicated in the report rather than Areas for Improvement. These Considerations identified areas that needed additional attention to further the growth of the program and of the unit. Additionally, the team did not make a determination on whether standards were met or not met. The BOE team chair and representatives from Boyce College met with the AAC and discussed the Considerations for Further Development as well as the support and commitment of the institution and local school districts. The AAC agreed with the Considerations for Further Development identified by the BOE team. In addition, the AAC agreed that three conditions would need to be met:

- 1) The unit would need to hire an additional faculty member.
- 2) Written and signed confirmation documentation (MOA/MOU) defining the partnership with the elementary schools/district must be submitted.
- 3) Written and signed documentation affirming the financial support for the necessary program curriculum resources must be provided.

Boyce College submitted acceptable documentation to address the three conditions identified by the AAC. Pursuant to 16 KAR 5:010, Section 3, the AAC has reviewed the materials gathered during Stages One and Two of the Developmental Process for New Educator Preparation Programs and recommends approval in regard to temporary authorization for Boyce College.

Groups/Persons Consulted:

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

Alternative Actions:

Issue: Temporary Authorization

1. Accept the recommendation of the AAC and grant APPROVAL for temporary authorization for Boyce College.
2. Modify the AAC recommendation and grant APPROVAL for temporary authorization for Boyce College.
3. Do not accept the AAC recommendation and DENY APPROVAL for temporary authorization for Boyce College.

AAC Recommendation:

Issue: Alternative 1

Rationale:

The State BOE team and AAC followed appropriate state guidelines for the Developmental Process for New Educator Preparation Programs.

Contact Person:

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Date:

August 1, 2011

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

Section 3. Developmental Process for New Educator Preparation Programs.

(1) New educator preparation institutions requesting approval from the EPSB to develop educator preparation programs that do not have a historical foundation from which to show the success of candidates or graduates as required under Section 9 of this administrative regulation shall follow the four (4) stage developmental process established in this section to gain temporary authority to admit candidates.

(2) Stage One.

(a) The educator preparation institution shall submit an official letter from the chief executive officer and the governing board of the institution to the EPSB for review and acceptance by the board indicating the institution's intent to begin the developmental process to establish an educator preparation program.

(b) The EPSB staff shall make a technical visit to the institution.

(c) The institution shall submit the following documentation:

1. Program descriptions required by Section 11 of this administrative regulation;
2. Continuous assessment plan required by Section 11(2) of this administrative regulation; and
3. Fulfillment of Preconditions 1, 2, 3, 5, 7, 8, and 9 established in Section 9 of this administrative regulation.

(d) The EPSB shall provide for a paper review of this documentation by the Reading Committee and the Continuous Assessment Review Committee.

(e) Following review of the documentation, EPSB staff shall make an additional technical visit to the institution.

(3) Stage Two.

(a) A board of examiners team shall make a one (1) day visit to the institution to verify the paper review.

(b) The team shall be comprised of:

1. One (1) representative from a public postsecondary institution;
2. One (1) representative from an independent postsecondary institution; and
3. One (1) representative from the Kentucky Education Association.

(c) The team shall submit a written report of its findings to the EPSB.

(d) The EPSB shall provide a copy of the written report to the institution.

(e) 1. The institution may submit a written rejoinder to the report within thirty (30) working days of its receipt.

2. The rejoinder may be supplemented by materials pertinent to the conclusions found in the team's report.

(f) The Accreditation Audit Committee shall review the materials gathered during Stages One and Two and make one (1) of the following recommendations to the EPSB with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(4) Stage Three.

(a) The EPSB shall review the materials and recommendations from the Accreditation Audit Committee and make one (1) of the following determinations with regards to temporary authorization:

1. Approval;
2. Approval with conditions; or
3. Denial of approval.

(b) An institution receiving approval or approval with conditions shall:

1. Hold this temporary authorization for two (2) years; and
2. Continue the developmental process and the first accreditation process established in this administrative regulation.

(c) An institution denied temporary authorization may reapply.

(d) During the two (2) year period of temporary authorization, the institution shall:

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1. Admit candidates;
 2. Monitor, evaluate, and assess the academic and professional competency of candidates; and
 3. Report regularly to the EPSB on the institution's progress.
- (e) During the two (2) year period of temporary authorization, the EPSB:
1. May schedule additional technical visits; and
 2. Shall monitor progress by paper review of annual reports, admission and exit data, and trend data.
- (5) Stage Four.
- (a) The institution shall host a first accreditation visit within two (2) years of the approval or approval with conditions of temporary authorization.
- (b) All further accreditation activities shall be governed by Section 9 of this administrative regulation.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

16 KAR 5:020. Standards for admission to educator preparation

Applicable Statute or Regulation:

KRS 161.028, 161.030

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 proposed amendments to 16 KAR 5:020?

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) in January of 2010 to explore current best practices in two areas: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route. CRACE's work resulted in the following actions:

- The EPSB accepted the CRACE report at its regular meeting on August 2, 2010.
- The EPSB submitted the CRACE recommendations to the Governor's Transforming Education in Kentucky (TEK) Task Force during the board's regular meeting on September 20, 2010.
- The EPSB's recommendations were adopted into the final draft of the Governor's TEK Task Force and published in February 2011.

The next step is to amend regulations in order to transform the CRACE recommendations into relevant regulatory language. The present action item amends 16 KAR 5:020, which provides standards for the admission of teacher candidates to an EPSB-approved teacher preparation program.

The amendments to 16 KAR 5:020 provide a comprehensive rewrite of the regulation and primarily address the following changes:

1. Raises the minimum grade point average (GPA) for admission to a teacher preparation program from 2.50 to 2.75.
2. Requires that all candidates successfully demonstrate essential knowledge in the areas of mathematics, reading, and writing prior to admission.

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3. Requires that all candidates demonstrate an overall disposition essential to being an effective teacher in the areas of critical thinking, communication, creativity, and collaboration prior to admission to a teacher preparation program.
4. Stipulates that all teacher preparation programs submit an annual report and the particular information the report will provide.
5. Provides a date of September 1, 2012, for all amendments to this regulation to become effective.

Alternative Actions:

1. Approve the amendments to 16 KAR 5:020.
2. Modify and approve amendments to 16 KAR 5:020.
3. Do not approve the amendments to 16 KAR 5:020.

Staff Recommendation:

Alternative Action 1

Rationale:

These amendments will ensure the selection of higher quality candidates for the teaching profession.

Contact Person:

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Date:

August 1, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 5:020. Standards for admission to educator preparation.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(b) requires that an
7 educator preparation institution be approved for offering the preparation program corresponding
8 to a particular certificate on the basis of standards and procedures established by the Education
9 Professional Standards Board. KRS 161.028(c) requires the Education Professional Standards
10 Board to conduct an annual review of diversity in teacher preparation programs. KRS 161.030
11 requires that a certificate shall be issued to a person who has completed a program approved by
12 the Education Professional Standards Board. This administrative regulation establishes the
13 standards for admission to an educator preparation program.

14 Section 1. Selection and Admission to Educator Preparation Programs. (1) In addition to
15 appropriate National Council for Accreditation of Teacher Education standards incorporated by
16 reference in [under] 16 KAR 5:010, each educator preparation institution shall develop minimum
17 standards for admission to its initial certification educator preparation programs, including
18 university-based alternative programs established pursuant to KRS 161.048(7) in accordance
19 with this section.

20 (2) Beginning September 1, 2012, admission to an initial certification educator
21 preparation program shall require the following:

22 (a) 1. A cumulative grade point average of 2.75 on a 4.0 scale; or

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1 2. A grade point average of 3.00 on a 4.0 scale on the last thirty-six (36) hours of credit
2 completed, including undergraduate and graduate coursework; and

3 (b) Successful completion of the following pre-professional skills assessments of basic
4 knowledge administered by the Educational Testing Service with the corresponding minimum
5 score:

6 1. a. “Pre-Professional Skills Test: Mathematics” (0730) -174; or

7 b. Computerized Pre-Professional Skills Test: Mathematics (5730) - 174;

8 2. a. “Pre-Professional Skills Test: Reading” (0710) – 176; or

9 b. “Computerized Pre-Professional Skills Test: Reading” (5710) – 176; and

10 3. a. “Pre-Professional Skills Test: Writing” (0720) – 174; or

11 b. “Computerized Pre-Professional Skills Test: Writing” (5720) – 174.

12 (3) Beginning September 1, 2012, each accredited educator preparation institution shall
13 have a formal application procedure for admission to an initial teacher preparation program,
14 which shall include the following:

15 (a) Documentation that the applicant demonstrates the following:

16 1. Critical thinking;

17 2. Communication;

18 3. Creativity; and

19 4. Collaboration;

20 (b) Evidence that the applicant has reviewed:

1 1. The Professional Code of Ethics for Kentucky School Certified Personnel established
2 in 16 KAR 1:020; and

3 2. The character and fitness questionnaire contained in Section III of the TC-1
4 incorporated by reference in 16 KAR 2:010.

5 (4) Undergraduate students shall not enroll in any educator preparation program courses
6 restricted to admitted candidates.

7 (5) The educator preparation program shall maintain electronic records that document
8 that all students admitted after September 1, 2012, meet the requirements subsection (2) of this
9 section.

10 ~~[and publish a plan of selection and admission of candidates for the educator preparation~~
11 ~~program, which shall include:~~

12 ~~—— (a) Tests to measure general academic proficiency;~~

13 ~~—— (b) An evaluation of the candidate's disposition for the education profession; and~~

14 ~~—— (c) Affirmation that candidates are provided a review of the Professional Code of Ethics~~
15 ~~for Kentucky School Certified Personnel established in 16 KAR 1:020, to ascertain awareness,~~
16 ~~knowledge, and commitment as required for state educator certification.~~

17 ~~—— (2) The educator preparation institution shall file the plan with the Education Professional~~
18 ~~Standards Board.~~

19 ~~Section 2. Tests to Measure General Academic Proficiency. (1) The educator preparation~~
20 ~~institution shall determine whether each candidate exhibits an acceptable level of competency in~~
21 ~~oral and written communication as an admission requirement.~~

1 ~~—— (2) A candidate who plans to apply for admission to an educator preparation program~~
2 ~~shall provide to the teacher education institution official scores of tests to measure general~~
3 ~~academic proficiency. A person shall not be permitted to apply for admission to a preparation~~
4 ~~program leading to certification as an educator without first providing evidence of meeting the~~
5 ~~general academic proficiency requirement.~~

6 ~~—— (3) The educator preparation institution shall select the means of evidence for meeting the~~
7 ~~general academic proficiency requirement, which may include a combination of:~~

8 ~~—— (a) College admission exams;~~

9 ~~—— (b) Praxis I exams administered by the Educational Testing Service;~~

10 ~~—— (c) Other assessments; or~~

11 ~~—— (d) Grade point average.~~

12 ~~—— Section 3. (1) An educator preparation unit identified as "low performing" or "at risk of~~
13 ~~low performing" pursuant to 16 KAR 5:010 shall implement one (1) or more of the following~~
14 ~~assessment plans for candidate admission:~~

15 ~~—— (a) Plan I. A minimum composite score of 21 on the American College Test (ACT);~~

16 ~~—— (b) Plan II. PreProfessional Skills Test (PPST) results, with the following minimum~~
17 ~~scores:~~

18 ~~—— 1. Reading 173;~~

19 ~~—— 2. Mathematics 173; and~~

20 ~~—— 3. Writing 172;~~

21 ~~—— (c) Plan III. Graduate Record Examination (GRE) General Tests. Each educator~~
22 ~~preparation institution shall establish a minimum passing score on the GRE as a measurement of~~

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1 ~~verbal reasoning, quantitative reasoning, and analytical writing skills for admission when the entry~~
2 ~~into the educator preparation program is at the graduate level; or~~

3 ~~—— (d) Plan IV. SAT with, a minimum composite score of 1470.~~

4 ~~—— (2)(a) An educator preparation unit identified as "low performing" or "at risk of low~~
5 ~~performing" pursuant to 16 KAR 5:010 shall require a candidate to obtain a cumulative grade~~
6 ~~point average of 2.50 on a 4.0 scale for admission to an educator preparation program.~~

7 ~~—— (b) A candidate who does not meet the grade point average established in paragraph (a)~~
8 ~~of this subsection shall possess a grade point average of 3.0 on a 4.0 scale on the last sixty (60)~~
9 ~~hours of credit completed, including undergraduate and graduate coursework, for admission to an~~
10 ~~educator preparation program.]~~

11 Section 2 [4]. Annual Report. (1) Each educator preparation unit shall submit an
12 electronic report annually to the Education Professional Standards Board[~~]~~ that includes the
13 following program data on each candidate [~~candidates~~] admitted to educator preparation
14 programs:

15 (a) The candidate's Education Professional Standards Board Person Identifier;

16 (b) The candidate's Student School Identification number;

17 (c) The candidate's Social Security number;

18 (d) The candidate's full name;

19 (e) The candidate's birth date;

20 (f) The candidate's reported ethnicity;

21 (g) The candidate's reported gender;

22 (h) The candidate's email address;

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1 (i) The candidate's present home mailing address;

2 (j) The candidate's permanent home mailing address;

3 (k) The candidate's phone number;

4 (l) The candidate's admission date;

5 (m) The candidate's total number of credit hours prior to admission to the institution's
6 educator preparation program;

7 (n) The candidate's total number of credit hours in educator preparation courses
8 completed prior to admission to the institution's educator preparation program;

9 (o) The candidate's grade point average at admission;

10 (p) The candidate's current program enrollment status;

11 (q) The candidate's program completion date;

12 (r) The candidate's grade point average at program completion;

13 (s) The candidate's academic major at program completion; and

14 (t) The candidate's academic minor or minors at program completion, if applicable.

15 (2) The report shall be submitted in the following manner:

16 (a) The institution shall electronically submit all data identified in subsection (1) to the
17 Education Professional Standards Board; and

18 (b) By September 15 of each year, each institution shall provide written confirmation by
19 electronic mail to the Director of the Division of Educator Preparation that all required
20 information has been entered.

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1 (3) The preparation program shall exit any candidate who has not been enrolled in at least
2 one (1) course required for program completion within the last eighteen (18) months.

3 (4) Failure to submit the annual report in accordance with this section may result in
4 action against the program's accreditation status pursuant to 16 KAR 5:010 Section 21.

5 ~~[(1) The candidate's Education Professional Standards Board Person Identifier;~~

6 ~~——(2) The candidate's Student School Identification number;~~

7 ~~——(3) The candidate's Social Security number;~~

8 ~~——(4) The candidate's full name;~~

9 ~~——(5) The candidate's birth date;~~

10 ~~——(6) The candidate's Email Address;~~

11 ~~——(7) The candidate's present home mailing address;~~

12 ~~——(8) The candidate's permanent home mailing address;~~

13 ~~——(9) The candidate's phone number;~~

14 ~~——(10) The candidate's admission date;~~

15 ~~——(11) the candidate's grade point average; and~~

16 ~~——(12) The candidate's total hours prior to admission to the institution's educator~~
17 ~~preparation program.]~~

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

Agenda Book

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 30, 2011 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 September 30, 2011. 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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the standards for admission to an educator preparation program.

(b) The necessity of this administrative regulation: This administrative regulation provides educator preparation programs and applicants with notice as to the minimum standards applicants must attain prior to admission to educator preparations programs.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation sets the standards for admission to an educator preparation 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 establishes a new minimum grade point average for admission to an educator preparation program, requires program applicants to take skills tests in mathematics, reading, and writing, and requires initial teacher preparation programs to establish a formal application procedure for admission to the program. This amendment also institutes an annual reporting requirement for each educator preparation program that will provide the Education Professional Standards Board with data on admitted candidates.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to ensure that all certified teachers in Kentucky are proficient in reading, mathematics, and writing and that they possess the necessary skills to increase student achievement.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for,

approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel.

(d) How the amendment will assist in the effective administration of the statutes: This amendment will ensure that all candidates in educator preparation programs in Kentucky possess the necessary skills to become effective educators.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 30 Educator Preparation Institutions, any institutions seeking future accreditation for an educator preparation program, and any applicant seeking admission to an educator preparation program.

(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 30 Educator Preparation Institutions and any institutions seeking future accreditation will have to adjust their admission standards to ensure that they meet the standards required by this amendment and applicants will have to meet the minimum standards delineated in the amendment prior to admission to an educator preparation program.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): This amendment should not impact the institutions financially. The applicant will have to bear the cost of the admission test if not provided by the institution.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The educator preparation programs will benefit from having candidates proficient in the skills necessary to be an educator. Potential candidates will benefit from a selection process that will ensure they meet a minimum level of competency for the education profession prior to engaging in coursework.

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

(a) Initially: There should be no additional cost to the Education Professional Standards Board.

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(b) On a continuing basis: There should be no additional cost to the Education Professional Standards Board.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: General Fund.

(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 fees are associated with this amendment.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are associated with this amendment.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, all educator preparation programs and applicants will be treated the same.

DRAFT

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.16 KAR 5:020

Contact Person: Alicia A. Sneed

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? Public colleges and universities, the Education Professional Standards Board, and the 174 school districts.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028.

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. There should be no cost to the any government agency.

(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? No revenue will be generated.

(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? No revenue will be generated.

(c) How much will it cost to administer this program for the first year? There should be no cost to administer this program since the institutions will be required to directly reimburse the Board of Examiners team members.

(d) How much will it cost to administer this program for subsequent years? There should be no cost to administer this program since the institutions will be required to directly reimburse the Board of Examiners team members.

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

Revenues (+/-): No additional revenue is anticipated.

Expenditures (+/-): Educator Preparation Institutions may have to spend a minimal amount of time and capital into establishing a formal application process if one is not currently established.

Other Explanation:

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

16 KAR 5:040. Admission, placement, and supervision in student teaching

Applicable Statute or Regulation:

KRS 161.028, 161.030, 161.042

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 proposed amendments to 16 KAR 5:040?

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) in January 2010 to explore current best practices in two areas: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route. The results of the CRACE work include the following:

- The EPSB accepted the CRACE report at its regular meeting on August 2, 2010.
- The EPSB submitted the CRACE recommendations to the Governor's Transforming Education in Kentucky (TEK) Task Force during the board's regular meeting on September 20, 2010.
- The EPSB's recommendations were adopted into the final draft of the Governor's TEK Task Force and published in February 2011.

The next step is to amend regulations in order to transform the CRACE recommendations into relevant regulatory language. The present action item is to amend 16 KAR 5:040 which provides standards for the admission, placement, and supervision of student teachers.

The amendments provide a comprehensive rewrite of 16 KAR 5:040 that primarily address the following:

1. Requires training for all cooperating teachers and clinical faculty serving as university supervisors.
2. Stipulates that all candidates shall complete a minimum of 200 hours of diverse and focused field experiences prior to student teaching.
3. Redefines and increases the amount of time a candidate must serve as a student teacher from a minimum of 12 weeks to a minimum of 70 days.

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4. Provides that the student teacher is to be prepared to participate as a co-teacher in the assigned student teacher placement.
5. Details the specific placement requirements and responsibilities for all student teachers.
6. Provides a date of September 1, 2013, for all amendments to this regulation to become effective.

Alternative Actions:

1. Approve the amendments to 16 KAR 5:040.
2. Modify and approve amendments to 16 KAR 5:040.
3. Do not approve the amendments to 16 KAR 5:040.

Staff Recommendation:

Alternative Action 1

Rationale:

These amendments will ensure higher quality clinical experiences for teacher education candidates.

Contact Person:

Dr. Kim Walters-Parker, Director
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 5:040. Admission, placement, and supervision in student teaching.**

4 RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

5 STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an
7 educator preparation institution be approved for offering the preparation program corresponding
8 to a particular certificate on the basis of standards and procedures established by the Education
9 Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person
10 who has completed a program approved by the Education Professional Standards Board. KRS
11 161.042 requires the Education Professional Standards Board to promulgate an administrative
12 regulation relating to student teachers, including the qualifications for cooperating ~~[supervising]~~
13 teachers. This administrative regulation establishes the standards for admission, placement, and
14 supervision in student teaching.

15 Section 1. Definition. "Cooperating teacher" ~~[or "supervising teacher"]~~ means a teacher
16 employed in a public school or a nonpublic school which meets the state performance standards
17 as established in KRS 156.160 or which has been accredited by a regional or national accrediting
18 association ~~[school in Kentucky]~~ who is contracting with an educator preparation institution to
19 supervise a student teacher for the purpose of fulfilling the student teaching requirement of the
20 approved educator preparation program.

21 Section 2. Cooperating Teacher Eligibility Requirements. (1) ~~[Except as provided in~~
22 ~~subsection (2) of this section,]~~ The cooperating teacher, whether serving in a public or nonpublic
23 school, shall have:

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1 (a) A valid [~~Kentucky~~] teaching certificate or license for each grade and subject taught;
2 and

3 (b) [~~Attained Rank II certification;~~

4 (~~e~~] At least three (3) years of teaching experience as a certified educator. [~~on a~~
5 ~~Professional Certificate; and~~

6 (~~d~~) ~~Taught in the present school system at least one (1) year immediately prior to being~~
7 ~~assigned a student teacher.]~~

8 (2) [~~If a cooperating teacher has not attained Rank II certification, the teacher shall have~~
9 ~~attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum~~
10 ~~period of five (5) years.~~

11 (~~3~~) Teachers assigned to a teaching position on the basis of a provisional, probationary,
12 or emergency certificate issued by the Education Professional Standards Board shall not be
13 eligible for serving as a cooperating teacher.

14 (3) [~~(4) In selecting a cooperating teacher,]~~ The district and teacher preparation program
15 shall select teachers to be cooperating teacher who demonstrate the following: [~~give~~
16 ~~consideration to the following criteria:]~~

17 (a) [~~A demonstrated ability to engage in]~~ Effective classroom management techniques
18 that promote an environment conducive to learning;

19 (b) [~~An ability to model]~~ Best practices for the delivery of instruction;

20 (c) Mastery [~~A mastery]~~ of the content knowledge or subject matter being taught;

21 (d) [~~The demonstration of an]~~ Aptitude and ability to contribute to the mentoring and
22 development of a preservice educator;

23 (e) Usage of [~~An ability to use]~~ multiple forms of assessment to inform instruction; and

Agenda Book

1 (f) Creation of learning communities that value and build upon students' diverse
2 backgrounds.

3 (4) An educator preparation program shall give a teacher who holds a Teacher Leader
4 Endorsement pursuant to 16 KAR 5:010 Section 12(3) priority consideration when selecting a
5 cooperating teacher.

6 (5) Beginning September 1, 2013, prior to student teacher placement, a cooperating
7 teacher shall receive training approved by the Education Professional Standards Board and
8 provided at no cost to the cooperating teacher by the educator preparation institution which shall
9 include the following components:

10 (a) Basic responsibilities of a cooperating teacher,

11 (b) Best practice in supporting the student teacher, and

12 (c) Effective assessment of the student teacher.

13 (6) Beginning September 1, 2013, educator preparation programs shall maintain a pool
14 of cooperating teachers who have met the requirements of this section.

15 (7) Beginning September 1, 2013, each educator preparation institution shall file an
16 electronic report with the Education Professional Standards Board every semester which
17 identifies the following:

18 (a) Each candidate at the educator preparation institution enrolled in student teaching;

19 (b) The candidate's assigned school;

20 (c) The cooperating teacher assigned to each candidate;

21 (d) The cooperating teacher's area of certification;

1 (e) The cooperating teacher's years of experience as a certified or licensed educator; and

2 (f) The date the cooperating teacher completed the training required in subsection (5) of
3 this section.

4 ~~[An ability to create a learning community that values and builds upon students' diverse~~
5 ~~cultures.]~~

6 Section 3. Admission to Student Teaching. In addition to the appropriate sections of the
7 National Council for Accreditation of Teacher Education (NCATE) standards which are
8 incorporated by reference in ~~[under]~~ 16 KAR 5:010, each educator preparation institution shall
9 determine minimum standards for admission to student teaching which shall include the
10 procedures established in this section. Admission to student teaching shall include a formal
11 application procedure for each teacher candidate.

12 (1) A record or report from a valid and current medical examination, which shall include
13 a tuberculosis (TB) risk assessment, ~~[have included a tuberculosis test,]~~ shall be placed on file
14 with the admissions committee.

15 (2) Prior to and during the student teaching experience, the teacher candidate shall adhere
16 to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

17 (3) Beginning September 1, 2013, prior to admission to student teaching each teacher
18 candidate shall complete a minimum of 200 clock hours of field experiences in a variety of
19 Primary – 12 school settings which allow the candidate to participate in the following:

20 (a) Engagement with diverse populations of students which include:

21 1. Students from a minimum of two (2) different ethnic or cultural groups of which the
22 candidate would not be considered a member;

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1 2. Students from different socioeconomic groups;

2 3. English language learners;

3 4. Students with disabilities; and

4 5. Students from across elementary, middle school, and secondary grade levels;

5 (b) Observation in schools and related agencies, including but not limited to:

6 1. Family Resource Centers, or

7 2. Youth Service Centers;

8 (c) Student tutoring;

9 (d) Interaction with families of students;

10 (e) Attendance at school board and school-based council meetings;

11 (f) Participation in a school-based professional learning community; and

12 (g) Opportunities to assist teachers or other school professionals.

13 (4) The educator preparation program shall require the candidate to submit a record of all
14 clinical hours for review and confirmation that the candidate has fulfilled the field experiences
15 required in subsection (3) of this section.

16 (5) The educator preparation program shall maintain electronic records that confirm that
17 all candidates enrolled in student teaching after September 1, 2013, have fulfilled the field
18 experiences required in subsection (3) of this section.

19 Section 4. Cooperating teacher to student teacher ratio. [~~Teacher-student Ratio.~~] The ratio
20 of student teachers to cooperating teachers shall be one (1) to one (1).

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1 Section 5. University [College] Supervisor. (1) The university [college] supervisor shall
2 make periodic observations of the student teacher in the classroom and shall prepare a written
3 report on each observation and share it with the student teacher.

4 (2) The observation reports shall be filed as a part of the student teacher record and [~~also~~]
5 used as a validation of the supervisory function.

6 (3) A student teacher shall receive periodic and regular on-site observations and critiques
7 of the actual teaching situation a minimum of four (4) times, excluding seminars and workshops.

8 (4) The university [college] supervisors shall be available to work with the student
9 teacher and personnel in the cooperating school regarding any problems that may arise relating to
10 the student teaching situation.

11 (5) The educator preparation program shall select a clinical faculty member to serve as a
12 university supervisor who demonstrates the following:

13 (a) Effective classroom management techniques that promote an environment conducive
14 to learning;

15 (b) Best practices for the delivery of effective instruction;

16 (c) Dispositions that contribute to the mentoring and development of a preservice
17 educator;

18 (d) Knowledge and skills in the use of formative and summative assessments; and

19 (e) The ability to participate in a community of professionals committed to supporting the
20 effective instructional practice of each student teacher.

1 (6) Beginning September 1, 2013, university supervisors shall receive training approved
2 by the Education Professional Standards Board and provided at no cost to the university
3 supervisor by the educator preparation institution which shall include the following components:

4 (a) Basic responsibilities of a university supervisor;

5 (b) Best practice in supporting the student teacher; and

6 (c) Effective assessment of the student teacher.

7 (7) Beginning September 1, 2013, educator preparation programs shall maintain a pool of
8 clinical faculty members who have met the requirements of this section.

9 Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards
10 incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide
11 opportunities [an opportunity] for the student teacher to assume major responsibility for the full
12 range of teaching duties, including extended co-teaching experiences, in a real school situation
13 under the guidance of qualified personnel from the educator preparation institution and the
14 cooperating elementary, middle, or high school. [In placing the student teachers in classroom
15 settings,] The educator preparation program and the school district shall make reasonable efforts
16 to place student teachers in settings that provide opportunities for the student teacher to develop
17 and demonstrate the practical skills, knowledge, and professional dispositions essential to help
18 all P-12 students learn and develop.

19 (2) No student teacher shall be placed in a setting that is not consistent with his or her
20 planned certification content and grade range.

21 (3) Beginning September 1, 2013, the student teacher placement shall provide the student
22 teacher with the opportunity to engage with diverse populations of students.

1 (4) Beginning September 1, 2013, each educator preparation institution shall provide a
2 full professional semester to include a period of student teaching for a minimum of seventy (70)
3 full days, or equivalent, in instructional settings that correspond to the grade levels and content
4 areas of the student teacher's certification program.

5 (a) Candidates pursuing a P-12 certificate shall have their student teaching balanced
6 between an elementary placement and a secondary (middle or high) placement.

7 (b) Candidates pursuing an elementary certificate shall have their student teaching
8 balanced between a primary placement (P-3) and an intermediate (4-5) placement.

9 (c) Candidates seeking dual certification in either middle school or secondary content
10 areas shall have equal placements in both content areas.

11 (5) Beginning September 1, 2013, the educator preparation program shall support the
12 student teacher's placement and classroom experiences by:

13 (a) Cooperating with the district in determining the specific placement of the student
14 teacher;

15 (b) Collaborating with the district to provide necessary program resources and expertise;

16 (c) Using multiple performance assessments to document the student teacher's ability to
17 support learning for all P-12 students;

18 (d) Requiring the use of technology by the student teacher to:

19 1. Enrich the learning of P-12 students; and

20 2. Support the student teacher's professional growth and communication;

21 (e) Providing opportunities for the student teacher to:

Agenda Book

1 1. Engage in extended co-teaching experiences with an experienced teacher;

2 2. Engage in reflective self-assessment that informs practice;

3 3. Maintain regular professional conversations with experienced teachers other than the
4 cooperating teacher;

5 4. Participate in regular and extracurricular school activities;

6 5. Participate in professional decision making; and

7 6. Engage in collegial interaction and peer review with other student teachers.

8 (6) The educator preparation program may use the Kentucky Teacher Internship Program
9 Teacher Performance Assessment tasks in 16 KAR 7:010 Section 2 or a variation of these tasks
10 to meet the requirement specified in subsection (5) of this section.

11 (7) At no time shall a student teacher have responsibility for the supervision or instruction
12 of P-12 students without the direct supervision of a certified educator.

13 (8) A student teacher shall not be permitted to be employed within the school in which he
14 or she is assigned concurrent with student teaching.

15 (9) The educator preparation program shall maintain electronic records that confirm that
16 all students admitted after September 1, 2013, meet the requirements of this section.

17 [~~experiences, situations, and challenges similar to those encountered by first year teachers.~~]

18 (2) [~~Each educator preparation institution shall provide a full professional semester to~~
19 ~~include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent,~~
20 ~~in school settings that correspond to the grade levels each and content area of the student~~
21 ~~teacher's certification program.~~]

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1 Section 7. Compensation of Cooperating Teachers. (1) The Education Professional
2 Standards Board may make arrangements with local school districts to compensate a cooperating
3 teacher. [~~shall contract with the local school district, or make other appropriate arrangements, for~~
4 ~~the direct service of a cooperating teacher to each student teacher.~~]

5 (2)(a) The educator preparation institution shall electronically submit a report of all
6 cooperating teachers and their corresponding student teachers to the Education Professional
7 Standards Board:

8 1. On or before October 15 for a cooperating teacher supervising a student teacher during
9 the fall semester; or

10 2. On or before February 15 for a cooperating teacher supervising a student teacher
11 during the spring semester.

12 (b) Each report shall include:

13 1. The number of contract weeks that the cooperating teacher is working with each
14 student teacher for that semester;

15 2. The cooperating teacher's full name and Social Security [~~certificate~~] number;

16 3. The student teacher's full name, Social Security number, demographic data, and
17 contact information;

18 4. The student teacher's preparation and certification area by assigned certification code;

19 5. The names [~~and assigned codes~~] of the school district and school [~~district~~] where the
20 cooperating teacher is employed and the student teaching requirement is being fulfilled. If the
21 certified cooperating teacher is employed in a nonpublic school which meets the state
22 performance standards as established in KRS 156.160 or which has been accredited by a regional

Agenda Book

1 or national accrediting association, the institution shall submit the name~~[, assigned code, and~~
2 ~~address]~~ of the school.

3 (c) If an educator preparation institution fails to provide the report by the date established
4 in paragraph (a) of this subsection, the Education Professional Standards Board shall not be
5 liable for payment under this administrative regulation.

6 (3)(a) Upon receipt of the report, the Education Professional Standards Board shall
7 contact each cooperating teacher by electronic mail with instructions on how to create and
8 electronically sign an electronic payment voucher. [~~submit a "Cooperating Teacher Payment~~
9 ~~Voucher" to each cooperating teacher.~~]

10 (b) The electronic payment voucher~~[, or its electronic equivalent if available,]~~ shall be
11 electronically signed by the cooperating teacher, building principal, and the college supervisor as
12 verification of the cooperating teacher's service to the student teacher and submitted to the
13 Education Professional Standards Board:~~[-~~

14 ~~—— (c) To be eligible for compensation under this administrative regulation, the cooperating~~
15 ~~teacher shall submit the completed voucher to the Education Professional Standards Board:]~~

16 1. On or before December 15 [~~for a cooperating teacher supervising a student teacher]~~
17 during the fall semester; or

18 2. On or before May 1 [~~for a cooperating teacher supervising a student teacher]~~ during the
19 spring semester.

20 (c) [~~(d)~~] If a cooperating teacher fails to provide the completed electronic payment
21 voucher~~[, or its electronic equivalent,]~~ by the date established in paragraph (b) [~~(c)~~] of this
22 subsection, the cooperating teacher shall not be eligible to receive any compensation available
23 under this administrative regulation.

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1 (4)[(a) The payment to a cooperating teacher shall be determined based upon available
2 funding allocated under the biennial budget bill and the total number of weeks served by all
3 cooperating teachers reported for the fiscal year.

4 (b) The payment shall be allocated to a cooperating teacher based upon the number of
5 weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this
6 section.

7 (5) Payments to cooperating teachers shall be disbursed to the school districts or to
8 cooperating teachers in nonpublic schools by the Education Professional Standards Board:

9 (a) On an annual basis; and

10 (b) On or before June 30 [45].

11 (6) ~~[Compensation to cooperating teachers shall be provided under this administrative~~
12 ~~regulation if state funds are appropriated for this purpose.]~~ Any payment of state funds under this
13 administrative regulation shall:

14 (a) Be a supplement to the compensation provided by an educator preparation institution
15 to a cooperating teacher who is supervising an institution's student teacher; and

16 (b) Not supplant the educator preparation institutions' compensation responsibility.

17 ~~[Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher",~~
18 ~~revised 7/2000, is incorporated by reference.~~

19 ~~———(2) This material may be inspected, copied, or obtained, subject to applicable copyright~~
20 ~~law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,~~
21 ~~Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.]~~

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

Agenda Book

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 30, 2011 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 September 30, 2011. 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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Alicia A. Sneed

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

(b) The necessity of this administrative regulation: This administrative regulation provides educator preparation programs with notice of the minimum requirements for candidates to complete student teaching and the qualifications for cooperating teachers.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel. KRS 161.042 requires the Education Professional Standards Board to promulgate administrative regulations relating to student teachers, including the qualifications for cooperating teachers.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation delineates the requirements for student teaching and the qualifications for cooperating teachers.

(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 establishes the minimum requirements for cooperating teachers and mandatory training for cooperating teachers prior to the assignment of a student teacher. This amendment creates prerequisite clinical hours for all educator preparation program candidates to complete prior to student teaching. This amendment clarifies the educator preparation program's supervisory responsibilities and delineates the types of professional experiences student teachers should be assigned. This amendment establishes a reporting obligation to ensure compliance with the new student teaching requirements. This amendment also clarifies that student teachers should not be employed by the school in which they are performing their placement and that they are to be supervised by a certified educator at all times. Finally, this amendment incorporates changes to the process by which cooperating teachers may receive stipend payments for their

services.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to ensure that the student teaching provides meaningful professional experience for educator preparation candidates.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.028(1) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate and to set standards for, approve, and evaluate college, university, and school district programs for the preparation of teachers and other professional school personnel. KRS 161.042 requires the Education Professional Standards Board to promulgate administrative regulations relating to student teachers, including the qualifications for cooperating teachers.

(d) How the amendment will assist in the effective administration of the statutes: This amendment will ensure that all educator preparation candidates have a meaningful professional experience for student teaching.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 30 Educator Preparation Institutions, any institutions seeking future accreditation for an educator preparation program, 174 school districts, potential cooperating teachers, and any applicant seeking admission to an educator preparation program.

(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 30 Educator Preparation Institutions and any institutions seeking future accreditation will have to conform their clinical experiences and student teaching procedures to the mandates of the amendment. Potential cooperating teachers will have to meet the requirements delineated in the regulation.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): This amendment should not impact any of the parties financially.

(c) As a result of compliance, what benefits will accrue to the entities identified in

question (3): The school districts will benefit from better prepared first year teachers who have had quality student teaching experiences. Institutions will benefit from a more uniform student teaching process. Candidates will benefit from quality professional experiences.

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

(a) Initially: There will be an additional cost to the Education Professional Standards Board to develop the training for cooperating teachers and university supervisors.

(b) On a continuing basis: There should be no additional cost to the Education Professional Standards Board.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: General Fund.

(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 fees are associated with this amendment.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: No fees are associated with this amendment.

(9) TIERING: Is tiering applied? (Explain why or why not) NO, all educator preparation programs, cooperating teachers, and student teachers will be treated the same.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No.16 KAR 5:040

Contact Person: Alicia A. Sneed

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? Public colleges and universities, the Education Professional Standards Board, and the 174 school districts.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.028, KRS 161.030, and KRS 161.042

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. There will be a minimal initial cost to the Education Professional Standards Board to develop the training for cooperating teachers and university supervisors.

(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? No revenue will be generated.

(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? No revenue will be generated.

(c) How much will it cost to administer this program for the first year? There will be an additional minimal cost to develop trainings for university supervisors and cooperating teachers. At this time, the cost has not been estimated.

(d) How much will it cost to administer this program for subsequent years? There should be no additional cost to administer this program.

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

Revenues (+/-): No additional revenue is anticipated.

Expenditures (+/-): A minimal expenditure is anticipated to develop new training for cooperating teachers and university supervisors, but that cost should be absorbed by the agency.

Other Explanation:

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE
Action Item G**

Action Item:

Joining the National Council for Accreditation of Teacher Education (NCATE) Alliance for Clinical Teacher Preparation

Applicable Statutes and Regulation:

KRS 161:028, 161:017 (3)

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 signing of a letter of intent to join the NCATE Alliance for Clinical Teacher Preparation?

Background:

In November 2010, the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for improved student learning issued its report, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. The report emphasized expanding the quantity, quality, and relevance of teacher candidates' clinical experiences throughout the preparation program. Since the publication of the Blue Ribbon Panel's report, NCATE has emphasized the importance of gathering and sharing information about how best to integrate enhanced clinical experiences into teacher education programs. As the report noted, "The nation needs an entire system of excellent programs, not a cottage industry of path-breaking initiatives."

NCATE has invited Kentucky to join the NCATE Alliance for Clinical Teacher Preparation. The primary purpose of the Alliance is to promote clinically based educator preparation that reflects collaborative efforts between P-12 education and educator preparation programs. The Alliance will serve as a type of professional learning community to support that purpose, allowing Kentucky educator preparation programs not only to stay abreast of promising practices throughout the country but also to share their own expertise within and beyond our borders.

No costs are associated with Alliance participation.

Alternative Actions:

1. Authorize the executive director to sign the letter of intent.
2. Authorize the executive director to sign the letter of intent with modifications.
3. Do not authorize the executive director to sign the letter of intent.

Staff Recommendation:

Alternative Action 1

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Rationale:

Joining the NCATE Alliance for Clinical Teacher Preparation will demonstrate the EPSB's commitment to clinically based preparation practices and allow not only EPSB staff but also educator preparation programs to engage with other Alliance members and the larger education community in pursuit of increased program effectiveness.

Contact Person:

Dr. Kim Walters-Parker
Division of Educator Preparation
(502) 564-4606
E-mail: Kim.Walters-Parker@ky.gov

Date:

August 1, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item H

Information Item:

Notice of Intent to Amend 16 KAR 2:040. Interdisciplinary Early Childhood Education, birth to primary.

Applicable Statutes and Regulation:

KRS Chapter 13A, KRS 161.020, 161.028, and KRS 161.030

Applicable Goal:

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

Background:

Previously, the Education Professional Standards Board (EPSB) waived the testing provision contained in 16 KAR 2:040 Section 2(2)(a) while staff worked with the Education Testing Service (ETS) to develop an interdisciplinary early childhood education (IECE) test more aligned with the Kentucky standards. That test, *Interdisciplinary Early Childhood Education (0023)* has been adopted by the Board and promulgated as a recent regulatory amendment to 16 KAR 6:010 with a passing score 166. In order to ensure consistency in our regulations, staff is recommending that the reference to the required test and minimum passing score be removed from 16 KAR 2:040.

During the process of reviewing 16 KAR 2:040 for potential amendment, staff found several redundant and outdated provisions. The attached draft amendment contains several recommended deletions required by KRS Chapter 13A, including removing language that is currently in statute. Staff also recommends removing the grandfather clause currently found in Section 5 that allowed an educator who served as an early childhood teacher during the 1998-1999 school year through the 2001-2001 school year to receive a letter of approval to continue in the same position without additional certification and the corresponding form.

Contact Person:

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

Date:

August 1, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 2:040. Interdisciplinary early childhood education, birth to primary.**

4 RELATES TO: KRS 157.3175, 161.020, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

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

19 Section 1. Definitions. (1) "Culturally diverse" means the wide range of differences
20 among individuals that result from cultural and ethnic backgrounds, socioeconomic status,
21 gender, personality traits, physical abilities and disabilities, and the interaction of factors of
22 variability.

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1 (2) "Family-centered services" means services in which family needs and desires
2 determine all aspects of service delivery and resource provisions that promote family decision-
3 making capabilities and competencies.

4 (3) "Interdisciplinary" means a preparation program combining early childhood and early
5 childhood special education.

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

8 Section 2. (1) The professional certificate for interdisciplinary early childhood education,
9 birth to primary, shall be issued to an applicant who has completed:

10 (a) A bachelor's degree and the approved program of preparation for this certificate as
11 described in Sections 6, 7, and 8 [~~7, 8, and 9~~] of this administrative regulation at an educator
12 preparation [~~a teacher education~~] institution approved by the Education Professional Standards
13 Board with;

- 14 1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or
15 2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of
16 credit completed, including undergraduate and graduate coursework;

17 (b) The approved written assessments established in [~~subsection (2) of this section and~~]
18 16 KAR 6:010; and

19 (c) The Kentucky Teacher Internship Program established in subsection (3) of this section
20 and 16 KAR 7:010.

21 (2)[~~(a) In order to satisfy the testing prerequisites for teacher certification as required by KRS~~
22 ~~161.030, the applicant shall score at least 150, the minimum passing score, on the Kentucky test~~
23 ~~of interdisciplinary early childhood.~~

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1 ~~—(b) The assessment shall be waived for an out of state teacher who has two (2) or more years~~
2 ~~of successful experience in a position teaching children from birth to entry into the primary~~
3 ~~program on at least a half-time basis and whose preparation corresponds to the interdisciplinary~~
4 ~~early childhood education outlined in this administrative regulation.~~

5 ~~—(3)(a) The Education Professional Standards Board shall issue the one (1) year provisional~~
6 ~~certificate for the Kentucky Teacher Internship Program established in KRS 161.030 and 16~~
7 ~~KAR 7:010 upon the applicant's confirmation of employment in a position teaching children~~
8 ~~from birth to entry into a primary program on at least a half-time basis in a school which meets~~
9 ~~the criteria identified in KRS 161.030.~~

10 ~~—(b) A teacher who has successfully completed the Kentucky Teacher Internship Program~~
11 ~~prior to issuance of the initial certificate for interdisciplinary early childhood education or who is~~
12 ~~not required to complete the internship program under the requirements for out of state teachers~~
13 ~~established in KRS 161.030(5) shall not be required to complete the internship program again for~~
14 ~~issuance of the professional certificate for interdisciplinary early childhood education, birth to~~
15 ~~primary.~~

16 ~~—(4)] To apply for the professional certificate for interdisciplinary early childhood education,~~
17 ~~birth to primary, an applicant shall submit a completed Form TC-1 incorporated by reference in~~
18 ~~16 KAR 2:010 to the Education Professional Standards Board.~~

19 Section 3. The professional certificate for interdisciplinary early childhood education,
20 birth to primary, shall be issued and renewed in accordance with the provisions of KRS 161.030,
21 16 KAR 2:010, and 16 KAR Chapter 4.

22 Section 4. (1) The professional certificate for interdisciplinary early childhood education,
23 birth to primary, shall be valid for teaching children from birth to entry into the primary program,

1 including teaching children in kindergarten or another program for five (5) year old children if
2 the program is operated separately from the primary program.

3 (2) A person holding this certificate shall serve as a primary developer and implementer
4 of an individual program for children with or without disabilities including an individual
5 education plan (IEP) and individual family service plan (IFSP) with consultation and support
6 from a specialist according to the needs of the child.

7 Section 5. [~~(1) A teacher serving in a position identified in Section 4 of this~~
8 ~~administrative regulation as an early childhood teacher during the 1998-99, 1999-2000, 2000-~~
9 ~~2001, or 2001-2002 school year in a district with an approved preschool program shall:~~

10 ~~(a) Submit a completed Form TC-1 APP to the Education Professional Standards Board;~~
11 ~~and~~

12 ~~(b) Be eligible to continue serving in the same position without additional certification.~~

13 ~~(2) Upon application to the Education Professional Standards Board, a teacher shall~~
14 ~~receive an approval letter certifying eligibility.~~

15 ~~Section 6.] An educator preparation [~~A teacher preparation~~] institution offering an
16 approved program of preparation leading to the professional certificate for interdisciplinary early
17 childhood education, birth to primary, shall establish an assessment system to judge the
18 performance of a candidate on the interdisciplinary early childhood education teacher
19 performance standards identified for this certificate.~~

20 Section 6[7]. Standards for Program of Preparation. In order to receive approval of the
21 Education Professional Standards Board, a program of preparation leading to the professional
22 certificate for interdisciplinary early childhood education, birth to primary, shall meet the
23 following standards:

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1 (1) The program shall be designed to prepare candidates to teach and manage tasks as
2 identified in the teacher standards established in Section 9 of this administrative regulation and
3 as required in the “New Teacher Standards for Preparation and Certification: Interdisciplinary
4 Early Childhood, Birth to Primary - Standards with Criteria and Preamble;”

5 (2) The program shall include a system of continuous assessment to evaluate a
6 candidate's progress and level of attainment on the interdisciplinary early childhood education
7 teacher standards. The assessments shall include performance on authentic teaching and
8 managing tasks in settings that are inclusive of children across abilities and contexts. [~~Candidates~~
9 ~~shall be evaluated by paper and pencil tests and authentic assessments of performance~~];

10 (3) The program shall ensure that candidates from culturally diverse backgrounds are
11 recruited and retained in the program;

12 (4) The program shall provide the candidate with knowledge and experiences to perform
13 teaching and managing tasks identified in the teacher standards with children from culturally
14 diverse backgrounds;

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

17 (a) Letter of approval issued by the Education Professional Standards Board certifying
18 eligibility to continue teaching in an interdisciplinary early childhood position; or

19 (b) Rank II certification with emphasis in early childhood and three (3) years of teaching
20 experience;

21 (6) The program shall be based on:

22 (a) The National Association for the Education of Young Children (NAEYC) Standards
23 for Early Childhood Professional Preparation; and

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1 (b) The Council for Exceptional Children (CEC) content standards for:

2 1. Beginning special education teachers of early childhood students set out in CEC

3 Content Standards for All Beginning Special Education Teachers; and

4 2. Beginning special education teacher common core set out in CEC Knowledge and Skill

5 Base for All Beginning Special Education Teachers of Early Childhood Students; and

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

7 Section 7[8]. Application for Program Approval. (1) An educator preparation [~~A teacher~~
8 ~~education~~] institution that proposes to offer a program of preparation leading to the professional
9 certificate for interdisciplinary early childhood education, birth to primary, shall make
10 application for approval to the Education Professional Standards Board. The application for
11 approval shall include a program description including the following:

12 (a) Program outcomes that include teacher standards for interdisciplinary early childhood
13 education;

14 (b) Program components that provide a list of coursework, clinical and field experiences,
15 and student teaching related to general education, interdisciplinary specialty studies, and
16 professional studies;

17 (c) A list of faculty responsible for and involved with the conduct of the specific program
18 and their qualifications;

19 (d) A description of candidate [~~student~~] admission and retention policies and procedures
20 that are specific to this program;

21 (e) A description of the system of continuous assessment of interdisciplinary early
22 childhood education teacher standards; and

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

1 ~~[(2) An institution may receive interim program approval for a one (1) year period that~~
2 ~~may be extended for one (1) additional year while the institution develops the assessments~~
3 ~~required by Section 7(2) of this administrative regulation. By the end of the period of interim~~
4 ~~approval, the institution shall apply for full approval to the Education Professional Standards~~
5 ~~Board.]~~

6 Section 8[9]. Teacher Standards. (1) Teacher Standard I. The interdisciplinary early
7 childhood education (IECE) educator designs and plans experiences and instruction that support
8 the development and learning of infants, toddlers, preschool children, and kindergarten children,
9 including those with disabilities.

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

13 (3) Teacher Standard III. The IECE educator introduces, implements, and facilitates
14 experiences and instruction that support development and learning for infants, toddlers,
15 preschool children, and kindergarten children, including those with disabilities.

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

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

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

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

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

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

14 Section 9[40]. Incorporation by Reference. (1) The following material is incorporated by
15 reference:

16 (a) The Council for Exceptional Children (CEC) Content Standards for All Beginning
17 Special Education Teachers, 2001;

18 (b) CEC Knowledge and Skill Base for All Beginning Special Education Teachers of
19 Early Childhood Students, 2001;

20 (c) The National Association for the Education of Young Children (NAEYC) Standards
21 for Early Childhood Professional Preparation, 2001; and

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1 (d) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early
2 Childhood Education, Birth to Primary - Standards with Criteria and Preamble", September
3 2002, Education Professional Standards Board;

4 ~~[(a) Form TC 1, rev. 10/02, Education Professional Standards Board;~~

5 ~~—— (b) "New Teacher Standards for Preparation and Certification: Interdisciplinary Early~~
6 ~~Childhood Education, Birth to Primary — Standards with Criteria and Preamble", September~~
7 ~~2002, Education Professional Standards Board;~~

8 ~~—— (c) Form TC 1 APP, Application for Kentucky Certification or Change in Salary Rank,~~
9 ~~April 2001;~~

10 ~~—— (d) NAEYC Standards for Early Childhood Professional Preparation, 2001;~~

11 ~~—— (e) CEC Content Standards for All Beginning Special Education Teachers, 2001; and~~

12 ~~—— (f) CEC Knowledge and Skill Base for All Beginning Special Education Teachers of~~
13 ~~Early Childhood Students, 2001.]~~

14 (2) This material may be inspected, copied, or obtained, subject to applicable copyright
15 law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
16 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 30, 2011 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 September 30, 2011. 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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Regulation #: 16 KAR 2:040

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 professional certificate for interdisciplinary early childhood education (IECE), birth to primary; the interdisciplinary early childhood education teacher standards; and the standards for approval of a program leading to this certificate.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to certification candidates of the requirements for obtaining and maintaining a certificate to teach interdisciplinary early childhood education.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the requirements for obtaining and maintaining a teaching certificate in Kentucky.

(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 removes language regarding specific IECE testing requirements and references 16 KAR 6:010 which contains the required tests for all teaching certificates issued by the Education Professional Standards Board. This amendment also deletes language which is also found in statute and removes language allowing individuals who previously taught early childhood classes prior to the 2001-2002 school to receive a certificate.

(b) The necessity of the amendment to this administrative regulation: This amendment is

necessary to ensure that the certification requirements for an IECE certificate are consistent and easily understood by candidates and educator preparation program providers.

(c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes, KRS 161.020, 161.028, and 161.030, govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a certificate. This amendment establishes the requirements for obtaining and maintaining an IECE certificate.

(d) How the amendment will assist in the effective administration of the statutes: This amendment removes testing requirements that are inconsistent with other regulations and clarifies program and application requirements.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 30 educator preparation programs, and candidates for teacher certification.

(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 will not be required to take any additional action. The educator preparation programs will not need to take any additional action. Applicants will need to continue to refer to this regulation or the Education Professional Standards Board website for current certification requirements.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There will be no additional cost to any of the entities identified in question (3).

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Applicants and educator preparation programs will have notice of the requirements for obtaining and maintaining an IECE certificate.

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

(a) Initially: None

Agenda Book

(b) On a continuing basis: None

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund

(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 does not apply since all candidates for certification will be held to the same standard.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 2:040

Contact Person: Alicia Sneed

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 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, regional universities, 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. There should be none.

(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.

(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.

(c) How much will it cost to administer this program for the first year? There should be no cost to administer this program.

(d) How much will it cost to administer this program for subsequent years? There should be no cost to administer this program in the future.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This is not a fee generating or a revenue costing regulation, but merely establishes the certification requirements for teacher candidates to obtain certification.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item I

Action Item:

16 KAR 9:090. University-based alternative certification program for teachers of world languages, Notice of Intent

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030, 161.048
KAR Title 16

Applicable Goal:

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

Issue:

Should the EPSB approve the new regulation for teachers of world languages?

Background:

Since the EPSB Certification Task Force completed its work in 2009, one identified need of the group has not yet been fully addressed by the Board—the creation of new pathways to develop teachers of world languages to meet Kentucky’s growing need in this area. EPSB staff discussed this shortage with the Board in January 2010 and then convened a World Language Program Work Group, which endorsed a new regulation to meet this need. The regulation is intended to provide guidance for IHEs in designing a flexible certification path to utilize the state’s growing pool of well-educated candidates who can demonstrate outstanding skills in a world language, but who do not hold academic degrees in a world language area.

It is anticipated that Kentucky’s need for teachers in a variety of emerging world language certification areas will continue to grow. Currently, districts are looking for teachers in Chinese and Japanese, with other languages being discussed for future consideration. In addition to these emerging areas, shortages continue in some areas of the state for other world language teachers, most notably in Spanish.

The Kentucky Board of Education (KBE) has expressed a need to move forward with providing Kentucky students with competency in world languages, and in February 2011, the Governor’s Task Force on Transforming Education in Kentucky (TEK) recommended that KBE “develop a long-term strategy for enhancing the teaching of world languages at all grade levels.” Obviously, the development of a competent teaching force in these areas must be a part of such a strategy.

The proposed regulation is built upon the current statute, KRS 161.048 (7), and regulation, 16 KAR 9:080, which govern university-based alternative route programs. However, the regulation provides more guidance for these IHEs in developing programs tailored to recruiting those individuals with strong documented competencies in world language. EPSB staff believes that establishing a regulatory framework for the development of world language teachers will

emphasize the emerging needs in this area and clarify an alternative route for those without the usually required content area academic credentials.

Groups/Persons Consulted:

Human resources directors, university representatives in certification and world languages

Alternative Actions:

1. Approve the new regulation
2. Modify and approve the new regulation
3. Do not approve the new regulation

Staff Recommendation:

Alternative Action 1

Rationale:

This regulation will allow institutions to submit alternative route certification program proposals which can train teaching candidates who are well qualified and are native speakers in a world language. Such programs will increase the hiring pool for school districts in this shortage area and will support the TEK recommendations in this area.

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: Mike.Carr@ky.gov

Date:

August 1, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(New Regulation)**

3 **16 KAR 9:090. University-based alternative certification program for teachers of**
4 **world languages.**

5 RELATES TO: KRS 161.020, 161.028, KRS 161.030, KRS 161.048, KRS
6 161.1221

7 STATUTORY AUTHORITY: KRS 161.028, KRS 161.030, KRS 161.048

8 NECESSITY, FUNCTION, AND CONFORMITY: 161.028 and KRS 161.030

9 authorize the Education Professional Standards Board to establish standards and
10 requirements for obtaining and maintaining a teaching certificate and to set standards to
11 approve and evaluate educator preparation programs. KRS 161.048 (7) authorizes the
12 Education Professional Standards Board to approve alternative programs that enroll
13 students in post baccalaureate educator preparation programs concurrently with
14 employment as a teacher in a local school district. This administrative regulation
15 establishes the program requirements and candidate qualifications for the university-based
16 alternative certification program for teachers of world languages and the requirements for
17 issuance of a temporary provisional certificate to teach world languages.

18 Section 1. Definitions. (1) “University-based alternative certification program”
19 means post baccalaureate educator preparation program that enrolls teacher candidates
20 concurrently with employment as a teacher in a local school district.

21 (2) “World language” means any currently spoken and written language other
22 than English.

1 Section 2. An accredited college or university, or a consortium of such
2 institutions may apply to the Education Professional Standards Board for approval to
3 provide a university-based alternative certification program for teachers of world
4 languages.

5 Section 3. Admission Requirements. (1) Admission to a post baccalaureate
6 educator preparation program that enrolls candidates concurrently with employment as a
7 teacher of world languages shall require the following:

8 (a) A bachelor's degree from an accredited college or university with the
9 cumulative grade point average established in 16 KAR 4:020 Section 1(2); and

10 (b) Successful completion of the program's approved assessments to measure
11 proficiency for program admission as established in Section 4(1)(a) of this regulation.

12 Section 4. University Requirements. (1) In addition to the standards for program
13 approval established in 16 KAR 5:010, the university-based alternative certification
14 program for teachers of world languages shall:

15 (a) Select assessments to measure proficiency for program admission, which shall
16 include:

17 1. A nationally recognized assessment for written and oral proficiency in the
18 world language area in which the candidate is seeking certification; and

19 2. A nationally recognized assessment for oral and written proficiency in English
20 language usage;

21 (b) Establish a protocol to assess a candidate's educational background to develop
22 a plan of coursework that shall adequately prepare the candidate for successful

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1 completion of the requirements for program completion and certification for the areas and
2 grades that correspond with the candidate's school placement;

3 (c) Design coursework and mentoring to permit a candidate to maintain
4 employment in an eligible position and successfully complete any applicable
5 assessments, including internship programs, within a period of three (3) years;

6 (d) Develop an agreement to provide, in collaboration with the administration of a
7 candidate's employing school, mentoring to the candidate in the employment setting
8 which includes:

9 1. Prior to the candidate's enrollment in the Kentucky Teacher Internship pursuant
10 to KRS 161.030 and 16 KAR 7:010, a minimum of fifteen (15) hours of annual
11 observation utilizing university faculty and a district-based mentor of the candidate
12 practicing instruction in the classroom;

13 2. A description of how support shall be offered to the candidate during in-class
14 and out-of-class time to assist the candidate in meeting the teacher's instructional
15 responsibilities;

16 3. An acknowledgement by the employing school district that the school district
17 shall be responsible for all costs associated with providing school district mentors for the
18 teacher;

19 4. The name, contact person, and role for the collaborating educator preparation
20 institution; and,

21 5. The names and roles of the school district mentor teachers;

22 (e) Require the candidate to begin course work no later than ninety (90) days
23 from the date the eligibility notice is issued; and

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1 (f) Establish a process to maintain regular communications with the employing
2 school so that the institution and employing school may assist the candidate as needed
3 and address identified areas of improvement.

4 (2) Student teaching shall not be required for program completion.

5 Section 5. Temporary provisional certificate for world language. (1) The
6 temporary provisional certificate for world language shall be issued for a validity period
7 not to exceed one (1) year.

8 (2) The temporary provisional certificate for world language may be renewed a
9 maximum of two (2) times.

10 (3) The temporary provisional certificate for world language shall be:

11 (a) Issued in accordance with a grade level and specialization as recommended by
12 the educator preparation institution on Form TC-WL; and

13 (b) Valid for the world language and all grades listed on the face of the certificate.

14 (4) The temporary provisional certificate for world language shall be issued at the
15 rank corresponding to the degree held by the teacher applicant in accordance with the
16 requirements established in 16 KAR 8:020.

17 Section 6. Issuance of a temporary provisional certificate for world language. (1)
18 Prior to seeking employment in a Kentucky public school, a candidate shall request from
19 the institution written and dated documentation of eligibility for the university alternative
20 certification program to provide to school districts pursuant to KRS 160.345(2)(h).

21 (2) Prior to employment, a superintendent, on behalf of the employing local board
22 of education, shall be responsible for requesting the temporary provisional certificate for
23 world language.

1 (3) The candidate shall submit to the Education Professional Standards Board an
2 official college transcript from each college or university attended.

3 (4) All transcripts from institutions outside of the United States shall be
4 accompanied by a course-by-course evaluation from an Education Professional Standards
5 Board approved evaluation agency.

6 (5) The employing school district shall submit with Form TC-WL a completed
7 and signed copy of the mentoring collaboration agreement with the university-based
8 alternative certification program referenced in Section 4(1)(d) of this administrative
9 regulation.

10 Section 7. Requirements for renewal of the temporary provisional certificate for
11 world language. (1) A candidate shall be eligible for the first renewal of the temporary
12 provisional certificate for world language upon successful completion of the following
13 requirements:

14 (a) Evidence of employment in a Kentucky school district or nonpublic school in
15 the content area or areas indicated on the initial provisional world language certificate;

16 (b) A minimum of six (6) semester hours or its equivalent from the approved
17 preparation program;

18 (c) Completion of Form TC-WL.

19 (2) A candidate shall be eligible for the final renewal of the temporary provisional
20 certificate for world language upon successful completion of the following requirements:

21 (a) Evidence of employment in a Kentucky school district or nonpublic school in
22 the content area or areas indicated on the initial provisional world language certificate;

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1 (b) A minimum of six (6) semester hours or its equivalent from the approved
2 preparation program;

3 (c) The required assessments as established in 16 KAR 6:010; and

4 (d) Completion of Form TC-WL.

5 Section 8. (1) Upon completion of all program requirements of the university-based
6 alternative certification program for teachers of world languages, including successful
7 completion of the Kentucky Teacher Internship Program established in KRS 161.030 and
8 16 KAR 7:010, the candidate may make application to the Education Professional
9 Standards Board for the professional certificate on the form TC-1, incorporated by
10 reference in 16 KAR 2:010.

11 (2) Upon verification that a candidate has met all eligibility requirements for
12 certificate issuance, the Education Professional Standards Board shall issue a professional
13 certificate.

14 Section 9. Incorporation by Reference. (1) “Application for World Language
15 Temporary Provisional Certification” Form TC-WL, September 2011.

16 (2) This material may be inspected, copied, or obtained, subject to applicable
17 copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd
18 Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Lorraine Williams, Chairperson
Education Professional Standards Board

DRAFT

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PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 30, 2011 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 by 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 September 30, 2011. 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

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Regulation #: 16 KAR 9:090

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 for university-based alternative certification programs for teachers of world languages and the procedures to obtain a temporary provisional certificate for teacher of world language.

(b) The necessity of this administrative regulation: This administrative regulation delineates the standards and procedures for gaining teacher certification in accordance with KRS 161.048(7) by establishing standards and requirements for obtaining and maintaining teaching for world languages under this option and setting the standards for approving university programs for the preparation of teachers of world languages under this option.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.028 and KRS 161.030 govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a certificate. KRS 161.048(d) requires the Education Professional Standards Board to establish standards and procedures for alternative certification programs.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation delineates the requirements for completing course work and assessments related to the temporary provisional certificate so that

candidates, districts, and universities will have clear understanding of each party's role in the certification of educators under alternative certification programs.

(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 is a new regulation, not an amendment.

(b) The necessity of this amendment to this regulation: This is a new regulation, not an amendment.

(c) How the amendment conforms to the content of the authorizing statutes: This is a new regulation, not an amendment.

(d) How the amendment will assist in the effective administration of the statutes: This is a new regulation, not an amendment.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 174 Kentucky school districts, 30 educator preparation programs, and educators seeking temporary provisional certification.

(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 university and district which utilize alternative route educators must comply with the responsibilities as outlined in the regulation, including, but not limited to, use of appropriate application forms, providing adequate staff and resources to support these educators, and ensuring that all certification requirements are met by the educator. The educator certified via an alternative route must ensure that he/she

meets applicable requirements including, but not limited to, employment, assessment, and internship.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should be no cost to the entities.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): All parties will be positively affected by the clearly defined standards, procedures, and new application materials outlined in the regulation. In addition, the districts will benefit from a new source of teachers of various world languages not currently available.

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

(a) Initially: No additional agency funds allocated or necessary for implementation of regulation. There is no additional cost to certified educators, preparation programs, or school districts.

(b) On a continuing basis: No additional agency funds allocated or necessary for continuing implementation of regulation. There is no additional cost to certified educators, educator preparation programs, or school districts.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: State General Fund.

(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 additional increases in fees or funding will be necessary.

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

(9) TIERING: Is tiering applied? (Explain why or why not) NO, tiering does not apply since all candidates for alternative route certificates will be held to the same standard.

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FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 9:090

Contact Person: Alicia A. Sneed

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?

This regulation will impact school districts and public universities.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation.

KRS 161.028 and KRS 161.030 govern the certification of professional school personnel and grant the Education Professional Standards Board certification authority and the responsibility for establishing the requirements for obtaining and maintaining a certificate. KRS 161.048(d) requires the Education Professional Standards Board to establish standards and procedures for alternative certification programs.

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.

(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?
None

(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? None

(c) How much will it cost to administer this program for the first year? Nothing

(d) How much will it cost to administer this program for subsequent years? Nothing.

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

Revenues (+/-):

Expenditures (+/-):

Other Explanation: This regulation should not have any fiscal impact since it merely establishes a new method of certifying teachers of world languages pursuant to KRS 161.048.

SUMMARY OF MATERIAL INCORPORATED BY REFERENCE

The “**Form TC-WL**” is the five (5) page application for Temporary Provisional Certification for Teachers of World Language that is to be completed by the teaching candidate, the applicable institution, and the employing school district.

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**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Alternative Route to Certification Application A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

The following individual is requesting certification on the basis of exceptional work experience:

David Case, Physics, Grades 8-12

The application will be sent under separate cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: Mike.Carr@ky.gov

Date:

August 1, 2011

Agenda Book

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Alternative Route to Certification Application B

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048
16 KAR 9:010

Applicable Goal:

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

Issue:

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

Background:

The following individual is requesting certification on the basis of exceptional work experience:

Melinda Cumberledge, Music, All Grades

The application will be sent under separate cover.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: Mike.Carr@ky.gov

Date:

August 1, 2011

Agenda Book

16 KAR 9:010. Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)