

Agenda Book
EPSB Meeting Agenda
EPSB Offices
100 Airport Road, 3rd Floor, Conference Room A, Frankfort, KY 40601
March 7, 2011

Monday, March 7, 2011

9:00 AM EST Call to Order

Roll Call

Open Speak

Approval of Consent Items

- A. Approval of January 10, 2011 EPSB Minutes (**Pages 1-28**)
- B. Approval of Contracts (Mr. Gary Freeland) (**Pages 29-30**)
- C. Master of Arts in Education with Teacher Leader Endorsement, Union College (Dr. Walters-Parker) (**Pages 31-38**)
- D. Principal Preparation Program, All Grades, Bellarmine University (Dr. Walters-Parker) (**Pages 39-44**)
- E. Mathematics, Grades 8-12 (Bachelor's Level), Kentucky Christian University (Dr. Walters-Parker) (**Pages 45-50**)
- F. Chinese, Grades P-12 (Bachelor's Level) and Japanese, Grades P-12 (Bachelor's Level), University of Kentucky (Dr. Walters-Parker) (**Pages 51-56**)
- G. Chinese, Grades P-12 (Bachelor's Level), Western Kentucky University (Dr. Walters-Parker) (**Pages 57-62**)
- H. Future Board Meeting Dates (Ms. Ashley Abshire) (**Pages 63-66**)
- I. 16 KAR 5:040, Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Mary John O'Hair on behalf of Ms. Jayme Combs (Dr. Walters-Parker) (**Pages 67-70**)
- J. 16 KAR 5:040. Request to Waive Language Pertaining to the Length of Student Teaching Requirements (Dr. Walters-Parker) (**Pages 71-74**)
- K. 16 KAR 6:010. Request to Waive Language Pertaining to Middle School English and Communications (5-9) Certification Assessment Requirements (Mr. Robert Brown) (**Pages 75-78**)

Report of the Executive Director

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Legislative Update (Ms. Alicia Sneed)

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Report of the Chair

- A. Appointment of the Committee to Review Cut Scores for Assessments (CRCSA)
- B. Appointment of the Program and Accreditation Review Committee (PARC)
- C. Appointments to the Masters Review Committee
- D. Appointments to the Continuous Assessment Review Committee (CARC)

Committee Reports

Information/Discussion Items

- A. 16 KAR 2:010. Kentucky Teaching Certificates, Amendment, Notice of Intent (Ms. Sneed) **(Pages 79-92)**
- B. 16 KAR 4:060. Certificate Renewals and Successful Teaching Experience, Amendment, Notice of Intent (Ms. Sneed) **(Pages 93-98)**

Action Items

- A. Approval of NASDTEC Interstate Agreement (Mr. Mike Carr) **(Pages 99-100)**
- B. 16 KAR 6:030. Examination Prerequisites for Principal Certification, Amendment, Final Action (Mr. Brown) **(Pages 101-112)**
- C. Report of the Committee to Review Superintendent Programs (Mr. Brown) **(Pages 113-120)**
- D. Charter for the Committee to Review Cut Scores for Assessments (CRCSA) (Mr. Brown) **(Pages 121-124)**
- E. Charter for the Program and Accreditation Review Committee (PARC) (Dr. Walters-Parker) **(Pages 125-132)**
- F. Review of EPSB Goals and Strategies (Dr. Phillip Rogers) **(Pages 133-136)**

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: May 16, 2011; EPSB Offices

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The actions delineated below were taken in open session of the EPSB at the January 10, 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
January 10, 2011**

Consent Item A

Call to Order

Chair Lorraine Williams called the meeting to order at approximately 9:05a.m.

Roll Call

The following members were present during the January 10, 2011, EPSB meeting: Frank Cheatham, Michael Dailey, John DeAtley, Cathy Gunn, Zenaida Smith, Bobbie Stoess, Tom Stull, Mark Wasicsko, and Lorraine Williams. Mary Hammons, Lynn May, Sandy Sinclair-Curry, Cassandra Webb, and Cynthia York were absent.

Amendment to January 10, 2011 Agenda

Motion made by Dr. Frank Cheatham, seconded by Ms. Zenaida Smith, to amend the January 10, 2011 agenda to add Consent Item G. 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Martha O'Bryan on behalf of Morley Wagner

Vote: *Unanimous*

Open Speak

There were no requests for Open Speak.

Moment of Silence

Chair Williams called for a moment of silence in honor of the victims of Saturday's shooting massacre in Arizona.

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.

2011-001

Motion made by Dr. Mark Wasicsko, seconded by Ms. Bobbie Stoess, to approve the following items on the consent agenda:

Consent Item A. Approval of October 25, 2010 EPSB Minutes

Consent Item B. Approval of Master of Arts in Education with Teacher Leader Endorsement,

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Eastern Kentucky University

Consent Item C. Approval of Principal Preparation Program, All Grades, Western Kentucky University

Consent Item D. Approval of Principal Preparation Program, All Grades, Murray State University

Consent Item E. Master of Science in Teacher Leadership, Brescia University

Consent Item F. Approval of 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Cathy Gunn on behalf of Krista Hayslip

Consent Item G. Approval of 16 KAR 5:040. Request to Waive the Cooperating Teacher Eligibility Requirements, Dr. Martha O'Bryan on behalf of Morley Wagner

Vote: *Unanimous*

Report of the Executive Director

New Staff Member Introduction

Executive Director Phillip Rogers introduced Dr. Kim Walters-Parker, the new Educator Preparation division director, to the board. Dr. Walters-Parker received her teaching credentials from Morehead State University and was most recently an assistant professor at Georgetown College.

New Deans Announcement

Dr. Walters-Parker introduced three new Kentucky deans of colleges and universities to the board: Dr. Yolanda Carter, Interim Dean, Georgetown College; Dr. Robert Cooter, Dean, Bellarmine University; and Dr. Linda Young, Chair, Lindsey Wilson College.

Report from the Kentucky Department of Education

Mr. Michael Dailey reported on recent events at KDE:

- The last Teacher and Principal Effectiveness Steering Committee meetings were held in November and December. KDE plans to pilot a second iteration of the teacher effectiveness rubric during the 2011-12 school year in as many as 50 districts and conduct a full state pilot in the 2012-13 school year.
- The working conditions survey for teachers is scheduled to launch March 1st.

Report from the Council on Postsecondary Education (CPE)

Mr. John DeAtley reported on recent events at CPE:

- CPE anticipates that the 2011-15 strategic agenda for postsecondary and adult education will be ready by late spring. There are 4 subgroups to the strategic agenda – college readiness, student success, research and economic competitiveness, and efficiency and innovation.
- CPE released a Request for Proposals for a host institution for the Center for Mathematics. The mandatory Intent to Submit notices were due on December 10, 2010 and proposals are due March 7, 2011. CPE received three Intent to Submit notices.

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Legislative Update

Ms. Alicia Sneed reported on recent legislative session events.

Some current bills of interest for the board to follow are Senate Bill (SB) 3, SB12, SB13, and SB21. EPSB staff will also be monitoring House Bill 120.

At this time it is uncertain what the process for board member confirmations will entail. Currently there are six EPSB vacancies.

Senate Bill 1 (SB1) Update

Ms. Linda Nickel gave a SB1 update PowerPoint presentation. Mr. Michael Dailey stated that he would like to see how all institutions have contributed to the implementation of SB1. Another SB1 update will be given at the May EPSB meeting.

Local Educator Assignment Data (LEAD) Report

Mr. Mike Carr gave a report on the fall Local Educator Assignment Data (LEAD) report. He stated that it was one of the best LEAD reports to date from a compliance standpoint. The spring LEAD report opens this January and will be the basis for the Highly Qualified report in March.

Report of the Chair

Appointment of Committee to Review the Kentucky Teacher Standards

Chair Williams appointed the following individuals to the Committee to Review the Kentucky Teacher Standards: Ann Larson, Alesa Walker, Sharon Brennan, Jim Simpson, Dee Jones, Todd Warren, Terri-Cox Cruey, Robin Chandler, Donna Brockman, John DeAtley, Mary Ann Blankenship, Sylvia Carter, Lou Ann George, Eric Shields, Paul Gray, Blain Click, Chuck Abell, Martha Collier, and Elaine Farris.

Committee Reports

There were no committee reports.

Presentation

NASDTEC Interstate Agreement

Mr. Mike Carr gave a presentation to the board on the NASDTEC interstate agreement. This agreement will be presented to the board at the March meeting as an action item, giving Dr. Rogers the authority to sign the agreement. The board raised serious concerns about out-of-state and online rank change programs. Dr. Rogers stated that this would be a good subject to discuss at a summer retreat.

Information/Discussion Items

Awarded Contracts

Mr. Gary Freeland reported on contracts the agency recently awarded to vendors. The following contracts were awarded:

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- Career and Technical Education (CTE) Kentucky Teacher Internship Program (KTIP) contracts with all 8 public universities were awarded a total of \$42,706.50 to support the CTE teacher educators and training of KTIP committee members.
- A legal attorney contract with Cassandra Trueblood was awarded in the amount of \$69,023.00. She replaces Katie Morgan, who recently cancelled her contract with the EPSB to seek a full-time state position.
- Four KTIP contracts were amended with four public universities to allow for additional KTIP interns. These amendments were budget neutral since the increase in funds to these universities will be offset by a decrease in funds to some of the other university KTIP contracts due to fewer KTIP interns.

Mid-Year Budget Report

Mr. Gary Freeland gave a mid-year financial report to the board. In most cases, the agency expenditures were right at 50% year to date. He also explained that the agency is in the process of converting two attorney contracts for the Legal Services division into full-time state employee positions.

16 KAR 6:030. Examination Prerequisites for Principal Certification, Amendment, Notice of Intent

Mr. Robert Brown reported that this proposed regulation amendment will give responsibility for the maintenance and administration of the Kentucky Principal Test (KYPT) to the Educational Testing Service (ETS). ETS has agreed to update and augment content as well as develop two new test forms, a Test at a Glance document, and a study guide. ETS has also agreed to administer the School Leaders Licensure Assessment (SLLA) test on the same dates as the KYPT. Beginning in September of 2011, the KYPT will initially be paper-based; however, it will soon be administered by computer. The cost of the test will increase from \$80.00 to \$85.00 plus a registration fee. Because most candidates will take the SLLA and KYPT during the same testing year, staff does not anticipate the registration fee to be a financial burden. The test will be available for registration July 2011 with the first administration held September 2011. Staff recommends that the test be required effective September 1, 2011, with no required cut score since a Standard Setting Study (SSS) value for the test will not yet be available. Staff intends to bring the state SSS value for the test to the board as the recommended passing score, effective September 1, 2012. This item will be brought back before the board for final action at the March board meeting.

Action Items

Committee to Review the Kentucky Teacher Standards Charter

2011-002

Motion made by Dr. Cathy Gunn, seconded by Mr. Michael Dailey, to approve the charter for the Kentucky Teacher Standards Review Committee.

Vote: *Unanimous*

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification, Amendment, Final Action

Issue 1(a).

2011-003

Motion made by Ms. Smith, seconded by Ms. Bobbie Stoess, to approve the proposed amendments to 16 KAR 6:010 to implement the French: World Language (5174) cut score of 162, the German: World Language (5183) cut score of 163, the Spanish: World Language (5195) cut score of 168, and the Business Education (0101) cut score of 154, effective September 1, 2011.

Vote: *Unanimous*

Issue 1(b).

2011-004

Motion made by Mr. Dailey, seconded by Dr. Frank Cheatham, to approve the proposed amendments to 16 KAR 6:010 to implement the Health and Physical Education: Content Knowledge (0856) cut score of 156, effective September 1, 2011.

Vote: *Unanimous*

Issue 1(c).

2011-005

Motion made by Ms. Smith, seconded by Ms. Stoess, to approve the proposed amendments to 16 KAR 6:010 to implement Teaching Reading (0204) test cut score of 153, effective September 1, 2011.

Vote: *Unanimous*

Issue 2(a)

2011-006

Motion made by Dr. Wasicsko, seconded by Ms. Stoess, to approve the proposed amendments to 16 KAR 6:010 to implement the option to choose either the currently required content tests, 0091 with cut score of 147 and 0092 with cut score of 151, or the newly developed 0095 test with a cut score of 169, effective September 1, 2011, through August 31, 2012.

Vote: *Unanimous*

Issue 2(b)

2011-007

Motion made by Dr. Cathy Gunn, seconded by Ms. Stoess, to approve the proposed amendments to 16 KAR 6:010 to implement the requirement of the Reading Specialist (0300) test and cut score of 520 for the Literacy Specialist endorsement, effective September 1, 2011.

Vote: *Unanimous*

Issue 2(c)

2011-008

Motion made by Mr. John DeAtley, seconded by Ms. Smith, to approve the proposed amendments to 16 KAR 6:010 to implement the following exceptional children (p-12) certification test options, effective September 1, 2011 through August 31, 2012:

Education of Exceptional Students: Core Content Knowledge (0353) with cut score of 157 or Special Education: Core Knowledge and Applications (0354) with cut score of 151; Education of Exceptional Students: Mild to Moderate Disabilities (0542) with cut score of 172 or Special Education: Core Knowledge and Mild to Moderate Applications (0543) with cut score of 158; and Education of Exceptional Students: Severe to Profound Disabilities (0544) with cut score of 156 or Special Education: Core Knowledge and Severe to Profound Applications (0545) with cut score of 158.

Vote: *Unanimous*

Issue 3(a)

2011-009

Motion made by Mr. DeAtley, seconded by Dr. Gunn, to approve the proposed amendments to 16 KAR 6:010 to modify language in 16 KAR 6:010 Regarding Assessment Requirements for Applicants of Any Exceptional Children Certificate by adding, "If a teacher is seeking additional certification for any exceptional children certificate area, the applicant shall not be required to take Education of Exceptional Students: Core Content Knowledge (0353) nor Special Education: Core Knowledge and Applications (0354)."

Vote: *Unanimous*

Issue 3(b)

2011-010

Motion made by Mr. DeAtley, seconded by Ms. Stoess, to approve the proposed amendments to 16 KAR 6:010 to modify language in 16 KAR 6:010 to accommodate computer-delivered assessments.

Vote: *Unanimous*

16 KAR 5:010. Standards for Accreditation of Educator Preparation Units and Approval of Programs, Amendment, Final Action

Dr. Kim Walters-Parker acknowledged Eastern Kentucky University, Western Kentucky University, Murray State University, and Brescia University for their programs approved earlier on the consent agenda.

2011-011

Motion made by Dr. Gunn, seconded by Mr. DeAtley, to approve amending 16 KAR 5:010 to establish the Master's Redesign Review Committee as a permanent committee.

Vote: *Unanimous*

Board Comments

The board discussed the new secure website created for the board to review board meeting materials. The general consensus of the board was that they liked the new website and will continue to assess it and make recommendations for improvements.

Dr. Rogers discussed the possibility of a summer retreat this year. Vice Chair Tom Stull agreed to establish a committee to develop a retreat agenda.

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
January 10, 2011**

Motion made by Ms. Bobbie Stoess, seconded by Ms. Zenaida Smith, 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. Cathy Gunn, seconded by Ms. Zenaida Smith, to return to open session.

Vote: *Unanimous*

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

Frank Cheatham, Lorraine Williams, Tom Stull, Zenaida Smith, Cathy Gunn, Michael Dailey, John DeAtley, Bobbie Stoess, 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>
1008471	Admonish
1009519	Admonish
1010634	Hear
1008466	Defer for proof
1010622	Defer for proof
1009421	Hear
1009547	Hear
1009497	Hear
1010650	Hear
1010652	Hear
1009567	Defer for proof
1011665	Admonish
1009553	Admonish
1009501	Admonish

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1009557	Admonish
1010646	Admonish (<i>Dr. Wasicsko recused</i>)
1011734	Admonish
1010592	Admonish
1009503	Defer for proof (<i>Mr. Stull recused</i>)
1009509	Hear
1009505	Hear
1009507	Hear
1010582	Defer for proof
1008440	Admonish
1008453	Hear
1009495	Hear
1009513	Hear
1010584	Hear
1010588	Admonish
1011760	Hear
1009515	Hear
1009499	Hear
1009528	Hear
1010601	Hear
1009511	Hear
1010596	Admonish
1010580	Hear
1010612	Hear
1010632	Hear
1009413	Admonish
1011667	Hear
1009544	Hear
1008442	Admonish
1008474	Hear
1008476	Hear
1009487	Hear
1010590	Hear
1009559	Hear
1010630	Hear
1009561	Hear
1010644	Hear
1009551	Hear
1010620	Hear
1009521	Hear
1010607	Admonish
1010626	Hear
1010624	Hear
1010605	Admonish
1010603	Hear
1011728	Admonish

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1010586	Defer for proof
1009489	Hear
0912672	Dismiss

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
10829	Approve
10825	Approve
10834	Approve
10817	Approve
10845	Approve
10848	Approve
10847	Approve
10820	Approve
10851	Defer (<i>Dr. Gunn recused</i>)
10862	Approve
10861	Approve
10863	Approve
10864	Approve
10547	Approve
10866	Approve
10867	Approve
10868	Approve
10869	Approve
10870	Approve
10871	Approve
10875	Approve
10878	Approve
10865	Approve
10880	Approve
10882	Approve
10885	Approve
10889	Approve
10890	Approve
10891	Approve
10892	Approve
10879	Approve
10881	Approve
10883	Approve
10884	Approve
10886	Approve
10887	Approve

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10899	Approve
10894	Approve
10896	Approve
10425	Approve
10843	Deny
115 (PC#95-0453)	Approve

Agreed Orders

Case Number

Decision

08111112 (Regina Wallen) Accept Agreed Order admonishing Respondent for her use of inappropriate discipline with a student. The Respondent is charged with maintaining the dignity and integrity of the profession and failed in that duty when she engaged in inappropriate discipline involving this student. The Board will tolerate no further misconduct of this nature by Respondent.

Vote: *Unanimous*

08121290 (Carolyn Filzer) Accept Agreed Order admonishing Respondent for using excessive force with a special needs student. The Board understands that teachers of exceptional children face extraordinary challenges and inordinate stress. That said, it is the teacher's responsibility to maintain a positive learning environment for each student no matter the circumstance.

Vote: *Unanimous*

1006358 (Kathy Rushing) Accept Agreed Order admonishing Respondent for neglect of duty. The Board reminds Respondent that, as an educator, she must do everything in her power to properly instruct her students and to maintain order in her classroom. In addition, Respondent must provide written proof, on or before September 1, 2011, that she has completed the following: 1. Six (6) hours of college/university courses that include instruction in research-based differentiated instructional practices; and 2. Twenty-four (24) hours of professional development classes in research-based instructional practices. Should Respondent fail to satisfy the training requirements, her certificate shall be suspended and will remain suspended until the training requirements are met.

Vote: *Unanimous*

CF 10665 (Leslie Campbell) Accept Agreed Order which states as follows:
Respondent shall be issued a teaching certificate upon acceptance of this order by the Board if she meets the

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educational and testing requirements for certification; 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. Respondent shall submit a state criminal background records report to the Board by June 30 for a period of four (4) years from the date of acceptance of this order by the Board. Any expense for the state criminal background records report shall be paid by Respondent. If Respondent fails to submit the required report by the due date, any and all certificates issued to Respondent shall be automatically suspended until this condition has been met. 3. 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. 4. 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 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*

CF 10191 (Vanessa Rouse) Accept Agreed Order which states as follows:
Respondent shall be issued a teaching certificate upon the successful completion of her felony probations in Jefferson County Circuit Court Case #08-CR-1122 and Perry County Circuit Court Case #08-CR-83-2 if she meets the

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educational and testing requirements for certification; 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. Respondent shall submit a state criminal background records report to the Board by June 30 for a period of four (4) years from the date of issuance of her certificate. Any expense for the state criminal background records report shall be paid by Respondent. If Respondent fails to submit the required report by the due date, any and all certificates issued to Respondent shall be automatically suspended until this condition has been met. 3. On or before January 1 of the year following issuance of a certificate to Respondent, she 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 of the year following issuance of a certificate to Respondent, 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. 4. 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 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*

05-08138 (Stephen Graham) Accept Agreed Order admonishing Respondent for exercising poor professional judgment, and for failing to uphold the dignity and integrity of the teaching profession. An educator in the Commonwealth of Kentucky has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students, and to set a positive

example for students. Students will not respect an educator who fails to appropriately manage the classroom. For future reference, the Board reiterates that a teacher should only place his hands on a student in an emergency situation or to protect the safety of others. The Board will not tolerate any further incidents of misconduct from Respondent. Respondent's certificate is hereby subjected to the following probationary conditions for a period of two (2) years from the date the Board approves this Order:

1. Respondent shall complete professional development/training/counseling in the area of anger management, as approved by the Board. Respondent shall submit to the Board written proof of completion of anger management training/counseling by May 1, 2011. Any expense required for said counseling shall be paid by Respondent. Should Respondent fail 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. Respondent shall complete professional development/training in the area of classroom management, as approved by the Board, for each year of the probationary period. Respondent must submit written proof of classroom management training to the Board by September 1st of each year of the probationary period. Any expense required for said training shall be paid by Respondent. Should Respondent fail 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. Respondent shall complete a professional development/training course in the area of professional ethics, as approved by the Board. Respondent must submit written proof of completion of professional ethics training to the Board by January 1, 2012. Any expense required for said training shall be paid by Respondent. Should Respondent fail 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.
4. Respondent shall receive no disciplinary action involving inappropriate behavior with a student, inside or outside of the classroom, including, but not limited to, inappropriate language, inappropriate discipline techniques, and/or inappropriate physical force, from any school district in

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which he is employed during the probationary period. “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 the tribunal and/or arbitration process. Should Respondent violate this condition, his certificate shall be automatically suspended for a period of ninety (90) days and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1005272 (JoEllen Meahl)

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, her 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*

08091022 (Jo D. Anderson)

Accept Agreed Order admonishing Respondent for failing to maintain order in her classroom and for disclosing confidential information about a student. An educator has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students as well as to seek professional development in classroom management and to stay current on proper disciplinary methods. Further, the Professional Code of Ethics mandates teachers keep in confidence student information acquired in the course of professional service. The Board will not tolerate any further incidents of misconduct by Respondent. Respondent’s certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date the Board accepts this Agreed Order: 1. On or before July 1, 2012, Respondent shall submit written proof to the Board that she has completed a course on the Professional Code of Ethics for Kentucky Certified School Personnel, which shall contain a component in student confidentiality, as approved by the Board. Any expense required for said training shall be paid by the Respondent. 2. On or before July 1, 2012, Respondent shall submit written proof to the Board that she has completed nine (9) hours of professional development or training in classroom management as approved by the Board. Any expense incurred for the professional development or training shall be paid by the Respondent. 3.

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For the duration of the probationary period, Respondent shall provide the Board with bi-annual written reports from a state certified mental health counselor certifying that she is maintaining the counseling relationship and following all recommended treatment. 4. Respondent shall receive no disciplinary action involving student confidentiality breaches or classroom management issues. "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 any of these conditions during the probationary period, her 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 she violate KRS 161.120, either during or following this two (2) year period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

090157 (Carolyn Brown)

Accept Agreed Order retroactively suspending Respondent's certificate for five (5) days beginning on March 6, 2009 and running through March 10, 2009. Prior to January 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. On or before July 1, 2011, 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 comply with any of the terms of this Agreed Order,

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her certificate shall be automatically suspended until she is compliance.

Vote: *Unanimous*

100247 (Melissa Bowling) Accept Agreed Order retroactively suspending Respondent's certificate for eighteen (18) months beginning January 15, 2010 and running through July 15, 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 her certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Respondent has provided 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. In addition to any educational requirements, reinstatement of Respondent's certificate at the conclusion of the suspension period is expressly conditioned upon Respondent providing written proof to the Board that she has successfully completed twelve (12) hours of ethics training as approved by the Board. Any expense incurred for said training shall be paid by Respondent. Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of three (3) years: 1. For the duration of the probationary period, Respondent shall provide the Board with bi-annual written reports from a state certified mental health counselor certifying that she is maintaining the counseling relationship and following all recommended treatment. 2. For the duration of the probationary period, Respondent shall receive no disciplinary action. "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 any of these conditions during the probationary period, her certificate shall be automatically suspended for the remainder of the probationary period. If applicable, at the conclusion of the automatic suspension, Respondent's certificate shall remain suspended until such time as the probationary conditions are met. Respondent is aware that should she violate KRS 161.120, either during or following this three (3) year period of probationary

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

Vote: *Unanimous (Dr. Gunn recused)*

0911616 (Gloria Jones)

Accept Agreed Jones admonishing Respondent for neglect of duty as well as for failing to maintain order in her classroom. An educator has duty to take reasonable measures to protect the health, safety, and emotional well-being of students. When an educator fails to maintain order in her classroom, students are at risk for both emotional and physical harm. Further, an educator has a duty to make a reasonable effort to communicate to parents information which should be revealed in the interest of the student. In the future, the Board expects Jones to uphold the Professional Code of Ethics for Kentucky Certified School Personnel and will not tolerate any further incidents of misconduct. As of July 1, 2010, Respondent is a retired educator. Prior to or within one (1) year of accepting any certified position in the Commonwealth of Kentucky, Jones must provide written proof to the Board that she has successfully completed twelve (12) hours of professional development or training in classroom management as approved by the Board as well as an additional twelve (12) hours of professional development or training in ethics as approved by the Board. Any expense incurred for the professional development or training shall be paid by Respondent. If Respondent fails to complete the mandated training prior to or within one (1) year of accepting any certified position in the Commonwealth of Kentucky, her certificate shall be automatically suspended for a period of one (1) year. At the conclusion of the one (1) year suspension, reinstatement of Respondent's certificate shall be conditioned upon Jones providing written proof to the Board that she has completed the above required twenty four (24) hours total of professional development or training in classroom management and ethics.

Vote: *Unanimous*

1005348 (Annie Roberts)

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, her certificate shall be automatically suspended

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for a period of one (1) year, and the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

1002132 (David Doten)

Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher, particularly for lacking professional judgment in his interactions with students. As an educator, Respondent must strive to uphold the responsibilities of the profession by maintaining a positive learning environment for all students and must always treat each student with the utmost dignity and respect. 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. Respondent's certificate is expired. Issuance of any future certificate to Respondent, or on his behalf, is expressly conditioned upon Respondent providing, upon application, written proof to the Board that he has completed the following: twelve (12) hours of professional development/training in teacher ethics as approved by the Board; six (6) hours of professional development/training in classroom management as approved by the Board; and, three (3) hours of professional development/training in professionalism as approved by the Board. Any expense for this training shall be paid by Respondent. Should Respondent fail to satisfy this condition, the Board shall automatically deny any application submitted by Respondent or on his behalf.

Vote: *Unanimous*

1003155 (Charles Marshall)

Accept Agreed Order revoking Respondent's certificate for a period of three (3) years beginning February 18, 2010. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the revocation 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. In addition to the standard requirements of the application process, before Respondent shall be reissued any certificate, he must comply with the following: 1. Respondent shall provide 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 incurred for said training shall be paid by Respondent. Respondent shall provide the Board with at

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least two (2) letters of recommendation stating that Respondent is morally and ethically fit to hold a teaching certificate. Such letters of recommendation must be written by educators who hold valid Kentucky teaching certificates that are currently in good standing. Should Respondent fail to satisfy either of these conditions, the Board shall automatically deny any application submitted by Respondent or on his behalf. Upon reissuance of Respondent's certificate, Respondent shall be on probation for a period of two (2) years. During such time, Respondent shall receive no disciplinary action. "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 he fail to satisfy the terms of the two (2) year probation, his certificate shall be automatically suspended for a period of one (1) year. 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*

1004265 (Darren Carman) Accept Agreed Order admonishing for conduct unbecoming a teacher and for failing to protect the health, safety, and emotional well-being of students. 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 will not tolerate any further incidents of misconduct from Respondent. Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of six (6) months from the date the Board accepts this Agreed Order: 1. On or before July 1, 2011, Respondent shall submit written proof to the Board that he has successfully completed six (6) hours of professional development or training, as approved by the Board, on the Professional Code of Ethics for Kentucky Certified School Personnel. Such professional development or training shall contain a component in student confidentiality. Any expense required for said training shall be paid by the

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Respondent.2. While on probation, Respondent shall receive no disciplinary action. "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, Respondent's 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 six (6) month period of probationary conditions, the Board shall initiate new disciplinary action and seek additional sanctions.

Vote: *Unanimous*

0905315 (Christopher Helm) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher and for neglect of duty. 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 members of the community as well as other members of the teaching profession with respect. The Board will not tolerate any further incidents of misconduct from Respondent. Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of two (2) years from the date the Board accepts this Agreed Order: 1. On or before July 1, 2011, Respondent shall provide written proof to the Board that he has received six (6) hours of professional development or training in ethics as approved by the Board. Any expense incurred for said training shall be paid by Respondent. 2. On or before July 1, 2011, Respondent shall provide written proof to the Board that he has successfully completed a course on sexual harassment awareness in the workplace as approved by the Board. Any expense incurred for said course shall be paid by Respondent. 3. For the entirety of the probationary period, Respondent shall provide the Board with semi-annual reports from his employment supervisor as to his progress. 4. While on probation, Respondent shall receive no disciplinary action. "Disciplinary action" is defined as any public reprimand, suspension, or termination

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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, her certificate shall be automatically suspended for a period of five (5) days. If applicable, at the conclusion of the five (5) 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*

09018 (Kyle Blair)

Accept Agreed Order which states that Respondent shall not apply for nor have applied on his behalf any emergency certificate, including the application for emergency substitute certification. Respondent shall only be permitted to apply for temporary provisional or statement of eligibility if he has met the educational requirements. In addition, within one (1) year of being granted temporary provisional or statement of eligibility, Respondent must present evidence to the Board that he has completed professional development or training in classroom management and teacher ethics as well as a course in cultural competency/diversity to maintain his certification.

Vote: *Unanimous*

1002116 (Holly Lake)

Accept Agreed Order revoking Respondent's certificate retroactively for a period of seventeen (17) months beginning February 9, 2010. Respondent shall neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky during the revocation 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. In addition to the standard requirements of the application process, before Respondent shall be reissued any certificate, she must comply with the following: 1. 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

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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.

2. Respondent shall provide written proof to the Board that she has successfully completed twelve (12) hours of ethics training which shall include instruction on appropriate teacher/student boundaries. Any expense incurred for said training shall be paid by Respondent. Should Respondent fail to satisfy either of these conditions, the Board shall automatically deny any application submitted by Respondent or on her behalf. Upon issuance of Respondent's certificate, Respondent shall be on permanent probation. Accordingly, 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 permanent probation, Respondent's certificate shall be automatically permanently revoked.

Vote: *Unanimous*

0908480 (Tammy Hooper) Accept Agreed Order admonishing Respondent for conduct unbecoming a teacher. Making inappropriate comments and using inappropriate language on a social networking website in view of students is unprofessional and is a breach of one's duty to maintain the dignity and integrity of the teaching profession. The Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel in the future. Respondent hereby certifies that she is not presently "friends" on any social networking website with any student in any school district in which she is currently or has previously been employed. Examples of a "social networking website" include but are not necessarily limited to Facebook, MySpace, and Twitter. Respondent's certificate, and any future endorsements or new areas of certification, shall be subject to the following probationary conditions for a period of three (3) years from the date the Board accepts this Agreed Order: 1. On or before July 1, 2011, Respondent shall provide written proof to the Board

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that she has completed twelve (12) hours of ethics training as approved by the Board. This requirement shall include training in teacher-student boundaries. Any expense incurred for said training shall be paid by Respondent. 2. On or before July 1st of each year of the probationary period, Respondent shall submit a letter certifying that during the previous school year she was not “friends” on any social networking website with any student in any school district in which she is currently or has previously been employed. Examples of a “social networking website” include but are not necessarily limited to Facebook, MySpace, and Twitter. 3. For the entirety of the probationary period, Respondent shall receive no disciplinary actions involving inappropriate relationships with students or conduct unbecoming a teacher from any school district in which she is employed. “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 the tribunal and/or arbitration process. Should Respondent fail to satisfy 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*

1005299 (William McMakin) Accept Agreed Order retroactively suspending Respondent’s certificate for 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 his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. The Board admonishes Respondent for conduct unbecoming a teacher as well as for failing to maintain the dignity and integrity of the teaching profession. In the future, the Board expects Respondent to uphold the Professional Code of Ethics for Kentucky Certified School Personnel and to refrain from housing students unless he does so under a proper legal arrangement (i.e. guardianship, foster care, etc.). In addition to any educational requirements, reinstatement of Respondent’s certificate at the conclusion of the suspension

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period is expressly conditioned upon the following: 1. Respondent shall provide written evidence to the Board that he has been assessed by a state certified mental health counselor approved by the Board and is competent to fulfill his duties as an educator. Respondent shall provide proof that he has complied with any treatment recommendations proposed by the mental health counselor and shall continue to provide bi-annual treatment records/reports to the Board until he has been released from treatment by the counselor. Any expense incurred for the assessment, follow-up treatment, and/or bi-annual records/reports shall be paid by Respondent. 2. Respondent shall provide written proof 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. Respondent shall provide the Board with at least two (2) letters of recommendation stating that Respondent is morally and ethically fit to hold a teaching certificate. Such letters of recommendation must be written by educators who hold valid Kentucky teaching certificates that are currently in good standing. Should Respondent fail to satisfy any of these conditions, his certificate shall not be reinstated. Upon reinstatement, Respondent's certificate, and any future endorsements or new areas of certification, shall be on probation for a period of two (2) years. For the entirety of the probationary period, Respondent shall receive no disciplinary action. "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 he fail to satisfy the terms of the probation, his certificate shall be automatically suspended for a period of six (6) months. 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*

1005340 (James Frasure)

Accept Agreed Order suspending Respondent's teaching certificate for a period of forty five (45) days from the date the Board approves this Order. Upon acceptance of this agreement by the Board, Respondent shall surrender the original and all copies of his certificate, by hand delivery or first class mail, to the Education Professional Standards

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Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Respondent is currently a retired educator. Prior to accepting any teaching and/or administrative position, in any capacity, in any school district in the Commonwealth of Kentucky, 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. 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: 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 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. 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 his 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. If Respondent fails 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*

1002134 (Stephen Brockman) Accept Agreed Order which states that Respondent shall not apply for, nor have applied on his behalf, any emergency certificate, including the application for emergency substitute certification. Respondent shall only be permitted to apply for a temporary provisional or statement of eligibility if he has met the educational requirements necessary for certification in Kentucky.

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Respondent shall be eligible for an alternative certification option. Additionally, the issuance of any Kentucky teaching certificate to Respondent, or on his behalf, is expressly conditioned upon Respondent providing the following at the time of application, in addition to proof of any academic requirements necessary for certification: 1. Respondent shall provide written proof to the Board that he has completed a course in professional ethics, as approved by the Board. Any expense required for said training shall be paid by Respondent. 2. Respondent shall provide written proof to the Board that he has completed six (6) hours of professional development/training in classroom management, as approved by the Board. Any expense required for said training shall be paid by Respondent. Further, upon receiving any Kentucky teaching certificate, Respondent's certificate shall be on probation for a period of two (2) years and, during the probationary period, Respondent shall receive no disciplinary action involving improper supervision of students or conduct unbecoming 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. Should Respondent fail to satisfy this condition, his certificate shall be automatically suspended for a period of sixty (60) days and subject to additional sanctions by the Board pursuant to KRS 161.120.

Vote: *Unanimous*

1004224 (Michael Woods) Accept Agreed Order suspending Respondent's certificate from March 24, 2010 until July 1, 2011. Upon acceptance of this agreement by the Board, Respondent shall surrender the original and all copies of his certificate, by first class mail or personal delivery, 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, in addition to any educational requirements necessary for certification, 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, and shall present written evidence to the Board that he has complied with the assessment process and successfully completed any and all treatment recommendations proposed by the chemical

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dependency counselor. Respondent shall also submit quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent;

2. Respondent shall submit written documentation to the Board from his assessing physician and/or certified mental health counselor certifying that he is competent and fit to fulfill his duties as an educator. Any expense required to satisfy this condition shall be paid by Respondent; and

3. Respondent shall provide written documentation to the Board that he has successfully completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. Upon reinstatement, Respondent's certificate including any future endorsements and/or new areas of certification, shall be on probation for a period of four (4) 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, his certificate 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 sponsor indicating that he is controlling his alcohol 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; and

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 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

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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.

Vote: *Unanimous*

0905351 (Jason Davis) Accept Agreed Order dismissing Case No. 0905351 without prejudice.

Vote: *Unanimous*

Recommended Orders

Case Number

Decision

0804703 (Elizabeth Simms) Adopt the Hearing Officer's Recommended Order of Default and decline to reissue a certificate to Respondent at this time or at any time in the future.

Vote: *Unanimous*

04-101119 (William Murphy) Adopt the Hearing Officer's Recommended Order of Default and permanently revoke Respondent's certificate.

Vote: *Unanimous*

1002101 (Holly Keeney) Adopt the Hearing Officer's Recommended Order and dismiss Petitioner's Appeal.

Vote: *Unanimous*

Motion made by Mr. DeAtley, seconded by Ms. Stoess, to adjourn the meeting.

Vote: *Unanimous*

Meeting adjourned at 2:40 p.m.

Next Meeting:

March 7, 2011
9:00 AM
EPSB Board Room
Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item B

Action Item

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

Applicable Statutes and Regulation

KRS 161.028 (1) (v) (d)

KRS 161.017 (3)

Applicable Goal

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

Issue

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

Background

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

The EPSB's Division of Professional Learning and Assessment supports the mission of the board by maintaining the array of data including test and survey information required for teacher and administrator certification and by overseeing an active research agenda. The division publishes reports and information related to quality in educator preparation and practice. The survey information is gathered from the administration of the New Teacher Survey. The focus of the survey is to ascertain how well aspiring and beginning teachers and their supervising teachers believe new teachers were prepared to teach in Kentucky schools.

Based on input from institutions and a survey expert, a new survey instrument was constructed to align with the Kentucky Teacher Standards Initial-Level Performances. This survey was piloted during the 2009-2010 academic year using Zoomerang, free online survey software. An RFP is being requested to identify a firm that will be able to administer the New Teacher Survey in a secure environment.

Approval of the request will allow the EPSB to enter into an agreement with a firm, institution, or individual to design and deliver secure electronic surveys via internet and telephone through interactive voice response (IVR).

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- Approximate cost of the contract: \$60,000 biennially
- Impact on budget: The budget is being reviewed for available funds for this expenditure.
- Type of entity providing service: TBD
- Bidding process: Request for Proposal
- Singular vs. continuing service: Singular, but with a renewal clause for one additional future survey

Alternative Actions

1. Approve the request to issue the Request for Proposal and authorize the executive director to enter into a contract.
2. Do not approve the request and instruct staff to cease activity related to this acquisition.
3. Request further review of the need for an agreement before completion.

Staff Recommendation

Alternative 1

Rationale

These services are important to meet the objectives of the P-20 Data Collaborative initiative.

Contact Person:

Mr. Gary W. Freeland
Deputy Executive Director
(502) 564-4606
E-mail: garyw.freeland@ky.gov

Executive Director

Date:

March 7, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE
Consent Item C**

Action Item:

Union College: Master of Arts in Education with Teacher Leader Endorsement

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.048
16 KAR 5:010, Section 12

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 Union College Master of Arts in Education with Teacher Leader Endorsement program?

Background:

After several years in discussion and with the assistance of numerous P-16 educators across the state, the Education Professional Standards Board (EPSB) appointed committees to address how Kentucky could refashion the way institutions educate experienced teachers and school leaders. The Master's Redesign Committee was charged with developing programs for rank change so that they are not only concerned with the transmission of knowledge but also with involvement in the processes by which knowledge is attained. The new programs are envisioned as representing current best practices, focusing on how educators learn while engaging them in intellectual discourse. The redesigned master's is to develop teacher leaders through research-based practices, district partnerships and collaboration, mixed delivery methods, clinical experiences, and job-embedded professional experiences. A representative group of P-12 practitioners, administrators, and education leaders was appointed to serve on the Master's Review Committee.

Union College has submitted a proposal that addresses all the components required by regulation and the program guidelines. The redesigned program results from initial input and subsequent feedback from P-12 partners. Elements of the program include culturally responsive practices, action research, self-reflection activities, and review of local, state, and national student achievement data. These elements are interwoven in a co-delivery model of instruction with the P-12 partners. Course and clinical experience requirements are aligned with the Kentucky Teacher Standards. In addition to course instruction and clinical experiences, the P-12 partners will provide other services such as committee involvement in program admission and exit committees. The clinical experiences are designed to enhance the candidates' knowledge bases in key areas such as review of student achievement data, development of assessment procedures,

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and review and implementation of professional development opportunities. Candidates also complete a capstone experience to demonstrate to demonstrate effective action research and implementation of research-based changes in classroom practices.

Union College responded to concerns and questions posed by the review committee and staff. All concerns have been addressed to the satisfaction of the committee. The proposal, which includes the executive summary, and rejoinder were sent under separate cover.

Groups/Persons Consulted:

Master's Review Committee

Alternative Actions:

1. Approve the Union College request for the Master of Arts in Education with Teacher Leader Endorsement.
2. Modify and approve the Union College request for the Master of Arts in Education with Teacher Leader Endorsement.
3. Do not approve the Union College request for the Master of Arts in Education with Teacher Leader Endorsement.

Committee Recommendation:

Alternative 1

Rationale:

The Master's Review Committee recommends approval for the Union College Master of Arts in Education with Teacher Leader Endorsement proposal.

Contact Person:

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

Executive Director

Date:

March 7, 2011

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Union College Teacher Leader Executive Summary

Teacher as Leader Endorsement: The Union College Educational Studies Unit (ESU) has prepared advanced level candidates for service in the education field for nearly a half a century. During this time, the ESU has provided program offerings, services, and leadership opportunities to candidates that reflect an ever-changing global classroom. As a continuation of both the Union College mission of service and the ESU mission to prepare candidates to become “Educators as Leaders”, the Teacher as Leader Endorsement is an additional avenue of candidate preparation modeling leadership, service, and active engagement.

Program Description: The ESU’s Teacher as Leader Endorsement program qualifies licensed educators to complete requirements to obtain a Master of Arts degree. Elements of the program, including culturally responsive practices, action research, self-reflection activities, and review of local, state, and national student achievement data are interwoven in a co-delivery model of instruction with partner PreK-12 communities. This collaboration brings a panoramic perspective to the idea of teachers as leaders.

Alignment to the Kentucky Teacher Standards: Course and clinical experience requirements for the Teachers as Leader program are distinctly aligned with the Kentucky Teacher Standards. For each course of the Core Component section of the Teacher as Leader program, the ESU has developed assignments/projects that are aligned with specific standards. For example EDUC 513: Advanced Instructional Practices for Teacher Leaders. Assignments/projects for the course reflects all KTS Standards including Standard 4: The Teacher Implements and Manages Instruction, Standard 5: The Teacher Assess and Communicates Learning Results, Standard 6: The Teacher Demonstrates the Implementation of Technology, and Standard 10: Provides Leadership within School/Community/Profession.

PreK-12 Community Collaboration: The ESU has utilized initial input and subsequent feedback from partner PreK-12 communities in the development of the Teacher as Leader program in meetings held during the summer of 2010. A recurring request from these meetings was the need for the ESU to train candidates in effective instructional models and practices for the Kentucky Core Academic Standards initiative. Another request was that the ESU and partner PreK-12 communities work collaboratively to design clinical experiences that allow candidates to have a clear overview of the program from all points of “roll out” for the Kentucky Core Academic Standards. Both of these requests are incorporated through a co-delivery model of curriculum and instruction for the Teacher as Leader program. Further, the ESU has entered into a Memorandum of Agreement with the partner PreK-12 communities as part of the co-delivery model for the Teacher as Leader program. In addition to course and clinical experience development, the partner PreK-12 communities provide other services for the program including committee membership for program admission and exit requirements, use of PreK-12 faculty/staff in course instruction, and agreement for release time for candidates to complete field experiences. Additional information regarding the role of PreK-12 collaboration in the co-delivery model of the Teacher as Leader program can be found in Appendix A: Description of PreK-12 Involvement for the Teacher as Leader Program of the ESU Teacher as Leader proposal.

Program Admission Requirements for Teacher as Leader Program: Applicants for the Teacher as Leader program complete a four tiered application process that consists of document submission, formal interview, passage of the ESU Writing Requirement, and candidacy approval by the ESU’s Teacher Education Committee (TEC). Involvement by PreK-12 community members and program mentors, ESU faculty and staff, and Union College Arts and Science faculty is provided in each tier of the process. Additional information about the Teacher as Leader admission process can be found in Appendix B:

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Description of Admissions Requirements for the Teacher as Leader Program of the ESU Teacher as Leader proposal.

Clinical Experiences for Teacher as Leader Program: An innovative element of the co-delivery model for the Teacher as Leader Program is the variation of learning opportunities in the utilization of PreK-12 clinical observations. Each course in the Core Component section of the Teacher as Leader Program requires clinical experiences in classroom, school, or district settings. Clinical experiences are designed to enhance the knowledge base of candidates in key areas including but not limited to: assisting in the review of student achievement data, development of district assessment procedures, direct instruction for PreK-12 administrative guidance in reviewing and implementing professional development opportunities, classroom application of the Kentucky Department of Education's Characteristics of Highly Effective Teaching document, and assisting in making positive changes in their school culture that reflect the Kentucky Core Academic Standards initiative. During these experiences, ESU faculty and PreK-12 mentors provide support to the candidate as they integrate classroom instruction with clinical experiences. Additional information about clinical experiences for candidates in the Teacher as Leader program can be found in Appendix: C Clinical Experiences Chart for the Teacher as Leader Program of the ESU Teacher as Leader proposal.

Candidate Assignment of PreK-12 Mentor for Teacher as Leader Program: As part of the Teacher as Leader program, candidates are assigned a PreK-12 Mentor. Mentors are selected based on the candidate's content area and through consultation with the candidate's school district. Mentors must hold Rank I certification, have at least five years teaching experience, and provide one reference from someone who has supervised them in a PreK-12 setting within the last two years. Together with the ESU content faculty advisor, the role of the mentor is to provide the candidate with consistent feedback on their progress through the program including coursework, clinical experiences, and program exit requirements. Mentor assignments continue until the candidate's program is completed. Additional information about the PreK-12 mentor process including mentor application process, responsibilities for mentors, and mentor training procedures can be found in Appendix D: Description of Mentoring Component for the Teacher as Leader Program of the ESU Teacher as Leader proposal.

Leadership Component for Teacher as Leader Program: The concept of leadership is interwoven throughout the curriculum, instruction, and clinical/ experiences of the Teacher as Leader program. In particular, decision-making as related to student achievement data, educator performance, and immersing research is addressed in courses EDUC 500: Methods of Action Research for Teacher Leaders, EDUC 502: Curriculum Design and Practices for Teacher Leaders and EDUC 513: Advanced Instruction Practices for Teacher Leaders. Further, in EDUC 551: Culturally Responsive Practices for Teacher Leaders, candidates are challenged to explore their own viewpoints with regards to culturally responsive teaching practices as they begin the decision-making process when creating global classroom environments. Additional information about the leadership component can be found in Appendix E: Description of Leadership Component for Teacher as Leader Program of the ESU Teacher as Leader proposal.

Candidate Technology Development for Teacher as Leader Program: As part of the co-delivery model of the Teacher as Leader program, technology staff from partner PreK-12 communities provides candidate training/instruction on immersing technology practices for global classrooms. Examples of this include:

- Smartboard technology for formularize and summative assessments
- Using Wiki software to run a website that allows candidates to collaboratively create and edit web pages using a web browser
- Create blogs as a type of website that is maintained by the candidate or a group of candidates with regular entries of commentary, descriptions of events, or other material such as graphics or video as part of professional learning communities, and the creation of podcasts for student and teacher

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use in the classroom (i.e. daily lessons, assessment procedures, and professional development activities)

PreK-12 staff members also provide instruction on the ethical concerns related to technology use in the classroom by educators and students including web etiquette, legal issues, and student safety as addressed in EDUC 573: Advanced Technology Practices for Teacher Leaders.

Capstone Experience for Teacher as Leader Program: The capstone experience for candidates in the Teacher as Leader program enables the ESU to assess the candidate's teacher as leader skill set. As part of the capstone experience, candidates demonstrate effectiveness in action research through analysis of research, implementation, and subsequent change in classroom practices through the action research project required of EDUC 500: Action Research for Teacher Leaders. Candidates conduct a presentation of their project to the Capstone Experience Committee (CEC). The CEC's membership consists of ESU faculty and staff, PreK-12 community members and mentors, and faculty from the Arts, Mathematics, and Natural Science departments of Union College. In the presentation, candidates detail how their research led to the development and implementation of a project towards the goal of increasing their effectiveness in the classroom. The candidate further demonstrates the type and level of change the project has had in their ability to be an example of a teacher leader in the classroom. Candidate presentations are scored by performance rubric with passage of presentation required for program completion.

In addition to the action research project presentation, candidates complete a formal interview by the CEC designed to demonstrate candidate knowledge and classroom application of the Kentucky Teacher Standards (KTS). Through discussion and presentation of assignments completed in Teacher as Leader courses, candidates provide the CEC with a detailed progression of their advance understanding and classroom utilization of all standards as a result of the Teacher as Leader program. Candidates must demonstrate all KTS for passage of the CEC formal interview.

Finally, candidates provide the CEC with a submission of an electronic portfolio reflective of the candidate's cumulative coursework and clinical experiences in the program. Specific course activities have been identified as Course Embedded Assessment (CEA) assignments for four of the Core Component courses. When completed, assignments are entered into the Chalk and Wire Eportfolio System by the candidate. These assignments are in turn scored by their instructors using a performance rubric, with candidates immediately receiving scores and feedback. Upon the completion of the cumulative electronic portfolio, candidates are asked to provide a detailed reflection of their Eportfolio and its alignment to the idea of teacher as leader. In particular, candidates are asked to examine how their experiences reflect the ideas of 1) Impacting Student Learning, 2) Ability to Facilitate Change in School Culture and 3) Demonstrates Highly Effective Teaching and Learning Practices.

Role of a Global Classroom for Teacher as Leader Program: As service agents of student excellence, candidates in the Teacher as Leader program provide a collaborative link between the many constituencies of student success including parents, fellow educators, administrators, and community members of diverse backgrounds and experiences. Candidates are required to take EDUC 551: Culturally Responsive Practices for Teacher Leaders as part of the Teacher as Leader program. In the course, candidates develop a toolbox of skills to address the needs of multiple constituencies of diverse learners including:

- English as Second Language (ESL) students
- Students with exceptionalities across the full spectrum of need (i.e. students with Individual Education Plans (IEP's) to students identified as Gifted and Talented (GT))
- Students from poverty-level socioeconomic backgrounds
- Students from diverse culture and ethnic backgrounds
- Students of different genders and sexual orientations

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Further, candidates in EDUC 551 are required to complete an 8 hour clinical placement that is reflective of working with multiple constituencies of diverse learners. Examples of such placements would be to develop appropriate age/grade level book clubs for a GT program within a candidate's school, providing translation services to ESL students under the supervision of a trained ESL translator, or participating in a parent/student tutoring program at a Family Resource Center in a school district with at least 80% of its students receiving Free and Reduce lunch benefits. Candidate clinical placements are approved by the course instructor prior to start of placement and candidates must keep a placement log of their time to be signed by their field supervisor at the end of the placement.

The candidate must also keep a reflection journal detailing their experience for review by the instructor. The field supervisor and the candidate complete a professional disposition at the end of the 8 hour experience. Upon completion, the candidate develops and executes a lesson plan based on their experience for scoring by their instructor.

The goal of EDUC 551 is for candidates to take away new information on teaching multiple constituencies of diverse learners and develop curriculum and instructional strategies that bridge the gap between diverse learners and student achievement. Upon completion of the course, candidates have a greater understanding of the different types of students that enter their classrooms each year and have a toolbox of skills to teach each student effectively.

Career Pathways for Teacher as Leader Program: Through upper-level content course offerings and flexible delivery options, candidates in the Teacher as Leader program are able to develop expertise in their content area. The program's 12 hour specialization component allows candidates to take upper division courses in content areas such as math, science, English, and social studies. The ESU has entered into a Memorandum of Agreement with the departments of natural sciences, mathematics, and communications at Union College to provide these courses to Teacher as Leader candidates as detailed in Appendix I: Memorandum of Agreement with Union College Arts and Science Departments. Upper-level content courses are offered in variant formats including online, multiple summer terms, and weekend courses to meet the demands of working professionals in the education field. Further, candidates can transfer up to 9 hours of approved content area coursework into the Teacher as Leader program from other postsecondary institutions. In offering flexible upper-level content course work options in multiple formats, the Teacher as Leader program grooms candidates to become leaders in their content fields. Upon completion of the Teacher as Leader program, candidates have obtained a unique skill set that prepares them for leadership opportunities within their classrooms, school, or districts. Candidates can apply to the Education Professional Standards Board (EPSB) for a Teacher as Leader Endorsement. Examples of possible career pathways include but are not limited to:

- Implementing professional learning communities (PLC) within their school districts
- Developing and leading Response to Intervention (RTI) teams within their schools
- Introducing new models for curriculum and instruction for their schools
- Serving on Site Based Decision Making Councils
- Serving on district technology advisor boards
- Serving on assessment advisory boards to provide current research on student assessment i.e. assessment of learning vs. assessment of learning, formative and summative assessment procedures, and student self-assessment
- Assisting in the development of professional development opportunities for their schools based on their knowledge of current research including student achievement, community building, and resource allocation
- Employment as curriculum coaches, assessment coordinators, director of federal programs, coordinator for extended school services, and professional development liaisons

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

RELATES TO: KRS 161.028, 161.030, 164.945, 164.946, 164.947, 20 U.S.C. 1021-1030

STATUTORY AUTHORITY: KRS 161.028, 161.030

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

Section 12. Teacher Leader Master's Programs and Planned Fifth-Year Programs for Rank II. (1) All master's programs for rank change or planned fifth-year program for Rank II approved or accredited by the EPSB prior to May 31, 2008 shall no longer be approved or accredited as of December 31, 2010.

(a) Master's programs for initial certification shall be exempt from the requirements of this section.

(b) A master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall cease admitting new candidates after December 31, 2010.

(c) Candidates admitted to a master's program or planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 shall complete the program by January 31, 2013.

(d) An institution of higher learning with a master's program or a planned fifth-year program for Rank II approved by the EPSB prior to May 31, 2008 may submit a redesigned program for approval pursuant to the requirements of subsection (2) of this section beginning May 31, 2008.

(e) An institution may become operational beginning January 1, 2009, if the institution:

1. Submits a redesigned master's program or a planned fifth-year program for Rank II for review pursuant to the requirements of subsection (2) of this section; and

2. Receives approval of the redesigned program by the EPSB pursuant to Section 22 of this administrative regulation.

(f) Institutions submitting a redesigned master's program or planned fifth-year program for Rank II shall not be subject to any submission dates for program approval until December 31, 2010.

(g)1. The EPSB shall appoint a Master's Redesign Review Committee to conduct reviews of redesigned master's programs and planned fifth-year programs for Rank II submitted for approval between May 31, 2008 and December 31, 2010.

2. A master's program or a planned fifth-year program for Rank II submitted for approval between May 31, 2008 and December 31, 2010 shall not be reviewed by the Continuous Assessment Review Committee, Content Program Review Committee, or the Reading Committee prior to presentation to the EPSB pursuant to Section 22(2) of this administrative regulation, but shall be reviewed by the Master's Redesign Review Committee.

3.a. After review of a master's program or planned fifth-year program for Rank II, the Master's 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 EPSB shall consider recommendations from staff and the Master's Redesign Review Committee and shall issue a decision pursuant to Section 22(4) of this administrative regulation.

(2) Beginning May 31, 2008, the educator preparation unit shall prepare and submit to the EPSB for each separate master's program or planned fifth-year program for Rank II for which the institution is seeking approval a concise description which shall provide the following information:

(a) Program design components which shall include the following descriptions and documentation of:

1. The unit's plan to collaborate with school districts to design courses, professional development, and job-embedded professional experiences that involve teachers at the elementary, middle, and secondary levels;

2. The unit's collaboration plan with the institution's Arts and Science faculty to meet the academic and course accessibility needs of candidates;

3. The unit's process to individualize a program to meet the candidate's professional growth or improvement plan;

4. The unit's method to incorporate interpretation and analysis of annual P-12 student achievement data into the program; and

5. The institution's plan to facilitate direct service to the collaborating school districts by education faculty members.

(b) Program curriculum that shall include core component courses designed to prepare candidates to:

1. Be leaders in their schools and districts;

2. Evaluate high-quality research on student learning and college readiness;

3. Deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management;

4. Gain expertise in content knowledge, as applicable;

5. Incorporate reflections that inform best practice in preparing P-12 students for postsecondary opportunities;

6. Support P-12 student achievement in diverse settings;

7. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards;

8. Provide evidence of candidate mastery of Kentucky Teacher Standards utilizing advanced level performances and Specialized Professional Associations (SPA) Standards if applicable; and

9. Design and conduct professionally relevant research projects; and

(c) The unit's continuous assessment plan that includes, in addition to the requirements of Section 11(2) of this administrative regulation:

1. Instruments to document and evaluate candidate ability to demonstrate impact on P-12 student learning;

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2. Clinical experiences and performance activities; and

3. A description of a culminating performance-based assessment.

(3)(a) A master's program for rank change approved pursuant to this section shall be known as a Teacher Leader Master's Program.

(b) Upon completion of a Teacher Leader Master's Program and recommendation of the institution, a candidate may apply to the EPSB for a Teacher Leader endorsement.

(c)1. An institution with an approved Teacher Leader Master's Program may establish an endorsement program of teacher leadership coursework for any candidate who received a Master's degree at an out of state institution or who received a master's degree from a Kentucky program approved prior to May 31, 2008.

2. Upon completion of the teacher leadership course work and recommendation of the institution, a candidate who has received a master's degree at an out of state institution or a master's degree from a Kentucky program approved prior to May 31, 2008, may apply to the EPSB for a Teacher Leader endorsement.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item D

Action Item:

Bellarmino University 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 Bellarmine University's request for a Principal Preparation Program, All Grades proposal?

Background:

Given the changing expectations and responsibilities of the principal, it was determined by the Commonwealth Collaborative of School Leadership Programs (CCSLP) and the State Action for Education Leadership Programs (SAELP) that the present system of preparation of Kentucky principals was 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 the redesign of 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.

Bellarmino University's School of Education 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 was developed collaboratively by university, district, and community partners. The program's foundational goal is to "develop leaders who, by employing continuous reflection of their own practice, will use their expertise to develop teacher leaders and improve student results and achievement by working in formal and informal ways to

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augment the professional skills of colleagues, to strengthen the culture of the school through professional learning communities, and to improve the quality of instruction through data-based decision making.” The program will provide field experiences in diverse school and community settings, a variety of theory-to-practice assessments including six comprehensive anchor assessments, a capstone project, and multiple venues for collaborative coaching, mentoring, and individualized professional development.

Groups/Persons Consulted:

Principal Review Committee

Alternative Actions:

1. Approve the Bellarmine University request for the redesigned Principal P-12 preparation program.
2. Modify and approve the Bellarmine University request for the redesigned Principal P-12 preparation program.
3. Do not approve the Bellarmine University request for the redesigned Principal P-12 preparation program.

Committee Recommendation:

Alternative 1

Rationale:

The Principal Review Committee recommends the Bellarmine University redesigned Principal P-12 preparation program proposal for approval. The university presented signed agreements with its collaborating partners and responded to concerns and questions posed by the review committee and staff. All concerns have been addressed to the satisfaction of the committee. The proposal and rejoinder were sent under separate cover.

Contact Person:

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Executive Director

Date:

March 7, 2011

**Bellarmino University
Principal Redesign**

EXECUTIVE SUMMARY

The Educational Specialist in Instructional leadership and School Administration (Ed.S.) Program both complements and extends the mission of the AFTSE by “*preparing educators to teach and lead in diverse settings.*” Specifically, the principal preparation program has as its foundational goal to develop leaders who, by employing continuous reflection of their own practice, will use their expertise to develop teacher leaders and improve student results and achievement by working in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school through professional learning communities, and to improve the quality of instruction through data-based decision-making. This goal is within the broader context of effecting positive change in the education arena so that all children will have access to an equitable education that maximizes their talents and ensures successful adult life. Principal preparation participants will be challenged to reflect continuously upon: leadership components; coaching and mentoring; analysis of assessment and data to impact instruction; strategies for closing the achievement gap through instructional best practices; the need to address equity and diversity in schools; and collaborative efforts to include colleagues, parents, and the community in comprehensive efforts for school improvement. These reflective efforts, embodying the theme of the unit, *Educator as Reflective Learner*, are framed by Valli’s (1997) five reflective dimensions: technical, deliberative, personalistic, critical, and reflection in-and-on action. With reflection at the core of effective leadership, the AFTSE’s Educational Specialist in Instructional Leadership and School Administration Program strives to prepare aspiring principals who have the knowledge, skills, and dispositions to take the risks necessary to effect positive changes in schooling so that all children and adolescents can be successful.

Designed collaboratively with university, district, and community partners, professors in the Educational Specialist in Instructional Leadership and School Administration (Ed.S.) Program will model leadership skills and lead learning to develop a knowledge base enabling these aspiring leaders to work within their schools, districts, and communities, to build capacity as future building leaders. Field experiences in diverse school and community settings, a variety of theory-to-practice assessments including six comprehensive anchor assessments, a Capstone Project, and multiple venues for collaborative coaching, mentoring, and individualized professional development contribute to a comprehensive state-of-the-art program. Candidates will emerge from the Bellarmine Ed.S. program with proficiencies that are steeped in solid research on effective leadership and practical skills for immediate implementation in their schools and districts. As stated earlier, significant educational reform will prevail if profound changes transform the leadership that develops and guides our educational institutions (Sergiovanni, 1996). The development of educational leaders who can answer the call for innovative leadership for today’s schools is an important mission and service of the Annsley Frazier Thornton School of Education.

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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:

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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).

(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....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item E

Action Item:

Kentucky Christian University: Mathematics, Grades 8-12 (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?

KENTUCKY CHRISTIAN UNIVERSITY

4.0 SECONDARY SCHOOL FOR GRADES 8-12

Mathematics (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 out by the EPSB. An executive summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committee

Reading Committee

Alternative Actions:

1. Approve the proposed Mathematics, Grades 8-12 preparation program addition.
2. Do not approve the proposed Mathematics, Grades 8-12 preparation program addition.

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010)

Agenda Book

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

Executive Director

Date:

March 7, 2011

**Kentucky Christian University
Math Grades 8-12
Executive Summary**

1. Theme: Empowered to Empower

2. Continuous Assessment: Continuous assessment is an integral part of this program.

Students are assessed at the end of three progressive stages. Admission to the successive stage is contingent upon completion of the previous stage. Successful completion of Stage I results in admission to a Teacher Education Program (TEP) and admittance to stage II. Admission to the TEP requires:

1. Disposition evaluations completed by faculty members;
2. A cumulative 2.5 GPA;
3. A 21 composite ACT score;
4. Student interviews completed by unit faculty and active members of the P-12 community to assess candidate's teacher dispositions;
5. Successful completion of 30 semester hours;
6. A completed stage 1 notebook with evidence of student achievement (see section f).

Exit requirements for stage II consist of the completion of 90 semester hours, at least a 2.5 GPA, completion of 150 hours of pre-student teaching clinical and field experience, and a minimum grade of C- in professional education courses. Successful completion of Stage II results in admission to Student Teaching. Successful completion of Stage III results in successful completion of fourteen weeks of student teaching and completion of the program in teacher education.

Students are assessed in general academic proficiency, overall performance in all course work, professional education course performance, and portfolio artifacts/evidences. These are designed to address the Kentucky Teacher Standards, KERA initiatives, EPSB Themes, and National Council of Teachers of Mathematics standards and are evaluated with established criteria. Field experiences provide students with opportunities to visit diverse elementary, middle, high school, and exceptional learner classes. These school experiences reinforce the content of Professional Education classes and require reflective discourse and documentation.

3. Unique features of the program including mode(s) of delivery: This degree is unique due to its academic rigor in mathematics and the creation of a "problem solving for teachers" course. This course will provide pre-service teachers with the opportunities to utilize current technologies in problem-based applications and projects. Instruction in mathematics is shared between Arts and Sciences and Teacher Education faculty. All instruction will be presented in a face-to-face format.

4. Rationale for the implementation of the program: There is a shortage of teachers in secondary mathematics education in this region. Admission counselors report a higher number of student requests for a secondary math major and students currently enrolled have requested an added secondary math degree. The secondary math degree would allow us to offer a major in mathematics (under the School of Arts and Sciences) and increase the ability to attract high-

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achieving students. A program in mathematics will facilitate further expansion in other pre-professional STEM fields (Science, Technology, Engineering, Mathematics).

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.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item F

Action Item:

University of Kentucky: Chinese, Grades P-12 (Bachelor's Level) and 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 additions?

UNIVERSITY OF KENTUCKY

6.0 CERTIFICATES FOR ALL GRADE LEVELS

Chinese (Bachelor's Level)
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 set out by the EPSB. An executive summary of the program is included in the proposal.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

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

Recommendation:

Alternative 1

Rationale:

The proposed educator preparation programs follow the appropriate regulation (16 KAR 5:010) 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

Executive Director

Date:

March 7, 2011

**University of Kentucky
Chinese and Japanese, Grades P-12**

EXECUTIVE SUMMARY

The goal of the Master of Arts in Teaching World Languages (MATWL) Program in the Department of Modern and Classical Languages, Literatures, and Cultures at the University of Kentucky is to prepare the highest quality language educators for the state of Kentucky and beyond. This proposed program will be guided by the professional education unit's theme of *Research and Reflection for Learning and Leading*. The MATWL Program is designed to prepare candidates who will possess a high level of content knowledge, excel in pedagogy, and perform as competent professional language educators. The program will provide its graduates with expertise in foreign languages, literatures, and cultures. This proposed MA program simply adds two supported languages (Chinese & Japanese) to the current MATWL program already in effect at the University of Kentucky.

While foreign languages are not currently considered part of the academic core curriculum in Kentucky schools, there is a statewide mandate that, as of 2003-04, all college-bound high school students are expected to have completed successfully two years of a foreign language as a condition of their admission to Kentucky's public postsecondary institutions. This mandate has exacerbated an already existing shortage of teachers in this subject area.

The Continuous Assessment Plan for the program is consistent with the unit's Continuous Assessment Plan. Specifically, candidates will be assessed at three points in the program: upon entry to the MATWL Program; at midpoint prior to student teaching, for retention in the program; and at exit, following completion of student teaching. Feedback from candidates at each assessment point as well as feedback from graduates and their employers will be used to review the program and make needed program revisions.

The implementation of KERA goals and initiatives will occur in the language content and pedagogy courses. The program will address the seven Academic Expectations in Arts and Humanities that have language content, use the P-12 Program of Studies to design and teach language curriculum, and use the Core Content in language to create assessment questions and performance tasks to insure the knowledge base for candidates seeking certification. The ten Teacher Standards will form the foundation for the development of candidate portfolios. The EPSB themes of diversity, literacy education, assessment, and closing the gap will be addressed in the program.

The rationale for the implementation of the MATWL focuses on the fact that seven of the fifty-seven KERA Academic Expectations are language content standards. These expectations are part of the Arts and Humanities and have been since the implementation of KERA in 1990.

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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.

**KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item G

Action Item:

Western Kentucky University: Chinese, 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?

WESTERN KENTUCKY UNIVERSITY

6.0 CERTIFICATES FOR ALL GRADE LEVELS
Chinese (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 meet all the requirements set out by the EPSB. An Executive Summary of the program is included.

Groups/Persons Consulted:

Content Area Review Committee
Reading Committee

Alternative Actions:

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

Recommendation:

Alternative 1

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Rationale:

The proposed educator preparation program follows the appropriate regulation (16 KAR 5:010) outlining program 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

Executive Director

Date:

March 7, 2011

**Western Kentucky University
Chinese Grades P-12
Executive Summary**

PROFESSIONAL EDUCATION UNIT MISSION

THE WKU PROFESSIONAL EDUCATION UNIT RECRUITS, PREPARES, AND SUPPORTS SCHOOL PRACTITIONERS AND EDUCATION LEADERS WHO CAN FACILITATE THE LEARNING OF ALL CHILDREN AND EMPOWER THEM TO ACHIEVE AT HIGH LEVELS AS THEY BECOME LIFE-LONG LEARNERS AND PRODUCTIVE CITIZENS IN A GLOBAL SOCIETY.

Professional Education Continuous Assessment Plan

The WKU professional education unit shares the following components across all programs to monitor candidate progress toward Kentucky Teacher Standards, dispositions, and other Conceptual Framework values:

- Component 1: Admission Data
- Component 2: Course Based Assessment Data
- Component 3: Clinical Experiences Data
- Component 4: Culminating Assessment Data
- Component 5: Exit and Follow Up Data

Within these components are three major transition checkpoints where candidates are evaluated for continuance in programs:

- Point 1: Admission to Programs (related to Component 1)
- Point 2: Admission into Culminating Assessment/Experience (related to Components 2 & 3)
- Point 3: Program Exit (related to Components 3-5)

The “Delineation of Unit/Program Transition Points” chart that is part of Appendix B of this document describes unit and program level admission and exit requirements.

WKU Chinese Flagship Program: Unique Features and Modes of Delivery

The WKU Chinese Flagship Program in conjunction with core professional education courses leads to initial teacher certification. Courses for the major are taught using methods described in *Characteristics of Highly Effective World Language Teaching and Learning*, outlined by the Kentucky Department of Education. When students take the required content courses from the Chinese Flagship (201, 202, 301, 302), their language proficiency is assessed using a rubric that addresses the ACTFL standards and through the administering of nationally normed proficiency exams. This program is designed to combine advanced proficiency in Chinese, along with a major in a variety of disciplines and training and understanding of good teaching theory, methods, and practice. Because the program is not associated with a specific major, completers may end up with B.A. or B.S. degrees in one of several fields. However, candidates in the program seeking teacher certification will be informed that they must complete the Flagship, professional education requirements, and an undergraduate degree in order to be recommended for certification. Coursework for the program is typically delivered face-to-face; however some of the education courses are occasionally taught on-line or as hybrid courses.

WKU Chinese Flagship Program: Rationale for the Program

Approximately 40 schools in Kentucky offer Chinese in their schools. However, less than half are fully certified to teach in Kentucky. Several universities in addition to WKU offer Chinese language; however, no school has a certification program for K-12 Chinese teachers. In order to serve the schools and students that are currently offering Chinese and the other schools that may want to offer Chinese, we need to guarantee that Kentucky has certified teachers. This program would be the first and only regular certification program in Kentucky and as such would provide a much needed training opportunity for a high need area.

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.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item H

Action Item:

2011-2012 Meeting Dates

Applicable Statute:

KRS 161.028

Applicable Goal:

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

Background:

As stipulated in KRS 161.028, regular meetings of the board shall be held at least semi-annually on call of the chair. A recommended calendar for 2011-12 is attached.

Alternative Actions:

1. Approve the proposed meeting calendar for 2011-12.
2. Revise and approve the meeting calendar for 2011-12.

Staff Recommendation:

Alternative 1

Rationale:

Meeting dates and places must be scheduled as far in advance as possible to ensure availability of facilities.

Contact Person:

Ms. Ashley Abshire
Executive Assistant
(502) 564-4606
E-mail: ashley.abshire@ky.gov

Executive Director

Date:

March 7, 2011

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Proposed 2011-2012 EPSB Meeting Dates

Monday, August 1, 2011

Monday, September 19, 2011

Monday, October 17, 2011

Monday, January 9, 2012

Monday, March 5, 2012

Monday, May 14, 2012

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item I

Action Item:

Waiver of the Cooperating Teacher Eligibility Requirements

Applicable Statute or Regulation:

16 KAR 5:040, Section 2 (c)

Applicable Goal:

Goal I: 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 Education Professional Standards Board (EPSB) grant a waiver of the cooperating teacher eligibility requirements?

Background:

Dr. Mary John O’Hair, Dean, University of Kentucky College of Education, is requesting a waiver of Regulation 16 KAR 5:040, Section 2 (c), which requires a cooperating teacher to have “at least three (3) years of teaching experience on a Professional Certificate.” The request is for the second eight-week placement for the Spring 2011 semester.

A University of Kentucky student teacher seeking certification in French needs to be placed with a certified middle school French teacher for eight weeks. The student teacher is seeking certification for K-12. As such, she needs to do eight weeks of student teaching in high school and eight weeks in an elementary or middle school. There are very few elementary or middle schools in the UK service area offering French.

This request is for a student teacher to be assigned to Jayme Nicole Combs, French teacher at Tates Creek Middle School. Ms. Combs has earned her Rank II and is currently completing the required third year of teaching. Greg Quenon, principal at Tates Creek Middle School, has written a letter in support of the waiver request, providing positive evidence of her success in the classroom. In addition, Dr. Sharon Brennan, Director of Field Experience, and Dr. Stayc DuBravac, Director of World Languages Education Program, support this placement with Ms. Combs.

Copies of the letters from Dr. O’Hair, Mr. Quenon, Dr. Brennan, and Dr. DuBravac were sent under separate cover. A copy of the pertinent part of the regulation is attached to this request.

Alternative Actions:

1. Approve the waiver request of 16 KAR 5:040, Section 2 (c)
2. Deny the waiver request of 16 KAR 5:040, Section 2 (c)

Agenda Book

Contact Person:

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

Executive Director

Date:

March 7, 2011

Agenda Book

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution 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. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least three (3) years of teaching experience on a Professional Certificate; and
- (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

(2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.

(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:

(a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;

- (b) An ability to model best practices for the delivery of instruction;
- (c) A mastery of the content knowledge or subject matter being taught;
- (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
- (e) An ability to use multiple forms of assessment to inform instruction; and
- (f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.

(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.

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(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;
2. The cooperating teacher's full name and certificate number;
3. The student teacher's full name, Social Security number, demographic data, and contact information;
4. The student teacher's preparation and certification area by assigned certification code;
5. The names and assigned codes of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name, assigned code, and address of the school.

(c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.

(b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher.

(c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:

1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or
2. On or before May 1 for a cooperating teacher supervising a student teacher during the spring semester.

(d) If a cooperating teacher fails to provide the completed voucher, or its electronic equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

- (a) On an annual basis; and
- (b) On or before June 15.

(6) Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose. Payment of state funds under this administrative regulation shall:

- (a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and
- (b) Not supplant the educator preparation institutions' compensation responsibility.

Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, 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. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item J

Action Item:

Waiver of 16 KAR 5:040: Admission, Placement, and Supervision in Student Teaching, Section 6 (2)

Applicable Statutes and Regulation:

KRS161.020 and 16 KAR 5:040

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 Education Professional Standards Board (EPSB) waive Regulation 16 KAR 5:040, Section 6 (2) that requires accredited Kentucky colleges and universities to provide twelve (12) weeks of full-day (or the equivalent) student teaching for candidates?

Background:

Due to weather-related school closings throughout the state, some candidates who are student teaching this semester may be unable to complete the twelve (12) weeks of student teaching required under 16 KAR 5:040, Section 6 (2) before their scheduled graduation date and the close of their college's or university's academic semester.

Staff is asking the board to waive Section 6 (2) of the regulation for the spring 2011 semester only. Staff is also asking permission to approve those waivers on an as-needed basis for those colleges and universities that present valid documentation of school closings affecting their student teachers. Waivers must be based on weather-related school closings. To validate the request, documentation for each waiver must include the signatures of the dean or chair of the college or university and the principal of the affected PreK-12 school.

Alternative Actions:

1. Approve the proposed emergency waiver of 16 KAR 5:040, Section 6 (2).
2. Modify the proposed emergency waiver of 16 KAR 5:040, Section 6 (2).
3. Do not approve the proposed emergency waiver of 16 KAR 5:040, Section 6 (2).

Staff Recommendation:

Alternative Action 1

Rationale:

We have received inquiries from institutions that anticipate additional weather-related school closures in districts where their student teachers are placed. School closures may result in fewer

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days for student teaching ahead of the student teacher's graduation date and the close of the institution's semester. At this time, no institutions have formally asked for permission to reduce the required duration of student teaching, but given the potential for additional weather-related school closures and the next scheduled board meeting date of May 16, 2011, the permission to grant waivers needs to be addressed in advance.

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Executive Director

Date:

March 7, 2011

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution 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. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least three (3) years of teaching experience on a Professional Certificate; and
- (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

(2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.

(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:

(a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;

- (b) An ability to model best practices for the delivery of instruction;
- (c) A mastery of the content knowledge or subject matter being taught;
- (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
- (e) An ability to use multiple forms of assessment to inform instruction; and
- (f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.

(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program....

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Consent Item K

Action Item:

Request to waive the language in 16 KAR 6:010 pertaining to Middle School English and Communications (5-9) certification assessment requirements

Applicable Statutes and Regulation:

KRS 161.028; KRS 161.030
16 KAR 6:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board waive language in 16 KAR 6:010 requiring an individual pursuing Middle School English and Communications (5-9) certification to successfully complete the Praxis II Principles of Learning & Teaching: Grades 5-9 (0523), and Middle School English Language Arts (0049)?

Background:

Kentucky requires the Praxis II *Principles of Learning & Teaching: Grades 5-9 (0523)* and *Middle School English Language Arts (0049)* tests for Middle School English and Communications (5-9) certification.

To determine whether the *California Subject Examinations for Teachers (CSET) English Subtests I, II, III, and IV* are equivalent to the *Praxis II Principles of Learning & Teaching: Grades 5-9 (0523)* and *Middle School English Language Arts (0049)*, staff reviewed the *CSET Test Guides* and the Educational Testing Service (ETS) *Praxis II Test at a Glance (TAAG)* documents.

The results of staff's review of the CSET Test Guides and sample questions are provided below.

- The *CSET English Subtest I (105)* is a multiple choice item test which requires demonstration of knowledge of literature and textual analysis as well as composition and rhetoric.
- The *CSET English Subtest II (106)* is a multiple choice item test which requires demonstration of knowledge of language, linguistics, and literacy.
- The *CSET English Subtest III (107)* is a constructed response item test which requires demonstration of knowledge of textual analysis as well as composition and rhetoric.
- The *CSET English Subtest IV (108)* is a constructed response item test which requires demonstration of knowledge of communications such as speech, media, and creative performance.

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The results of staff's review of the *Praxis II (0523)* and *(0049)* Test at a Glance documents are provided below.

- The *Praxis II (0523)* is a combination short-answer and multiple choice item test which assesses pedagogical knowledge in the following areas:
 - Instruction and Assessment (multiple choice)
 - Teacher Professionalism (multiple choice)
 - Students as Learners (short answer)
 - Instruction and Assessment (short answer)
 - Communication Techniques (short answer)
 - Teacher Professionalism (short answer)
- The *Praxis II (0049)* is a combination multiple choice and short-answer essay item test which assesses knowledge and competencies in the following areas:
 - Reading and Literature Study (multiple choice)
 - Language Study (multiple choice)
 - Composition and Rhetoric (multiple choice)
 - Textual Interpretation (short-answer essay)
 - Teaching Reading/Writing (short-answer essay)

Alternative Actions:

1. Accept the *CSET English Subtests I, II, III, and IV* in lieu of the *Praxis II Middle School English Language Arts (0049)* but not the *Principles of Learning and Teaching: Grades 5-9 (0523)*.
2. Do not accept the *CSET English Subtests I, II, III, and IV* in lieu of the *Praxis II Middle School English Language Arts (0049)* or the *Principles of Learning and Teaching: Grades 5-9 (0523)*.

Staff Recommendation:

Alternative Action 1

Rationale:

The content assessed by the *CSET English Subtests I, II, III, and IV* is nearly identical to that of the *Praxis II (0049)*. Both tests include multiple choice and constructed response items. The sample questions provided in the *CSET Test Guides* appear to be as rigorous as those of the *Praxis II (0049)*.

The *CSET English Subtests I, II, III, and IV* are content tests rather than pedagogical assessments.

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Executive Director

Date:

March 7, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item A

Information Item:

Notice of Intent to Amend 16 KAR 2:010. Kentucky Teaching Certificates

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:

During the amendment process for 16 KAR 3:050, staff discovered that the current TC-1 form revised in October of 2005 was not incorporated by reference in 16 KAR 2:010. 16 KAR 3:050 references the TC-1 and states that it is incorporated by reference in 16 KAR 2:010.

16 KAR 2:010 references the April 2004 version of the TC-1; therefore, in order to avoid any confusion, the regulation must be amended to incorporate the October 2005 edition currently in use by the Division of Certification.

Contact Person:

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Executive Director

Date:

March 7, 2011

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1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 2:010. Kentucky teaching certificates.**

4 RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

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

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the
7 Education Professional Standards Board to establish the standards for obtaining and maintaining
8 a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the
9 preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the
10 board to issue and renew any certificate. This administrative regulation establishes the Kentucky
11 certification to be issued for teaching positions.

12 Section 1. Definitions. (1) "Approved program of preparation" means a program which has
13 been approved by the Education Professional Standards Board under 16 KAR 5:010 for a
14 specific certification or which has been approved for certification by the state education agency
15 of another state.

16 (2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and
17 established in 16 KAR 6:010.

18 (3) "Base certificate" means a stand-alone license to teach which encompasses authorization
19 to teach introductory and interdisciplinary courses in related fields.

20 (4) "Beginning teacher internship" means one (1) year of supervision, assistance, and
21 assessment required by KRS 161.030 and established in 16 KAR 7:010.

22 (5) "Certificate endorsement" means an addition to a base or restricted base certificate, which
23 is limited in scope and awarded on the basis of completion of an endorsement program or a

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1 combination of educational requirements, assessments and experience as outlined in Section 5 of
2 this administrative regulation.

3 (6) "Certificate extension" means an additional base or restricted base certificate in a content
4 area or grade range.

5 (7) "Kentucky teacher standards" means the standards established in 16 KAR 1:010 that
6 identify what a Kentucky teacher shall know and be able to do.

7 (8) "Major" means an academic area of concentration consisting of at least thirty (30) hours
8 of coursework.

9 (9) "Professional teaching certificate" means the document issued to:

10 (a) An individual upon successful completion of the beginning teacher internship; or

11 (b) An applicant for whom the testing and internship requirement is waived under KRS
12 161.030 based on preparation and experience completed outside Kentucky.

13 (10) "Provisional teaching certificate" means the document issued to an individual for the
14 duration of the beginning teacher internship program.

15 (11) "Restricted base certificate" means a stand-alone license to teach in a specific subject
16 area of certification which is the only subject area that can be taught under this limited
17 certificate.

18 (12) "Statement of eligibility" means the document issued to an applicant upon completion of
19 an approved program of preparation and successful completion of the assessments.

20 Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching
21 certificate shall be issued to an applicant who has submitted a completed TC-1 application form
22 and has successfully completed:

23 (a)1. At least a bachelor's degree with:

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- 1 a. A cumulative grade point average of 2.50 on a 4.0 scale; or
2 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
3 completed, including undergraduate and graduate coursework; or

4 2. As required by Section 4(2)(g)6 or (4)(e) of this administrative regulation, a master's
5 degree with:

- 6 a. A cumulative grade point average of 2.50 on a 4.0 scale; or
7 b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit
8 completed, including undergraduate and graduate coursework;

9 (b) An approved program of preparation; and

10 (c) The assessments corresponding to the certificate identified in Section 4 of this
11 administrative regulation for which application is being made.

12 (2) Upon confirmation of employment in an assignment for the grade level and specialization
13 identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued
14 for the duration of the beginning teacher internship established under KRS 161.030.

15 (3) Upon successful completion of the internship, a Professional Teaching Certificate shall be
16 issued, valid for a four (4) year period.

17 Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require
18 completion of a fifth-year program of preparation which is consistent with:

19 (a) The Kentucky teacher standards established in 16 KAR 1:010; or

20 (b) The standards adopted by the Education Professional Standards Board for a particular
21 professional education specialty and established in an applicable administrative regulation in
22 KAR Title 16.

23 (2) The first five (5) year renewal shall require:

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1 (a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to
2 the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of
3 the certificate; or

4 (b) Completion of the required components of the continuing education option for initial
5 certificate renewal as established in 16 KAR 8:030.

6 (3) The second five (5) year renewal shall require:

7 (a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the
8 year of expiration of the certificate; or

9 (b) Successful completion of the continuing education option as established in 16 KAR
10 8:030.

11 (4) Each subsequent five (5) year renewal shall require completion of the renewal
12 requirements established in 16 KAR 4:060.

13 Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall
14 be based on:

15 (a) The Kentucky teacher standards established in 16 KAR 1:010;

16 (b) The accreditation and program approval standards established in 16 KAR 5:010,
17 including the content standards of the relevant national specialty program associations; and

18 (c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the
19 student academic expectations established in 703 KAR 4:060.

20 (2) A base certificate shall be issued specifying one (1) or more of the following grade level
21 and specialization authorizations:

22 (a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR
23 2:040;

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1 (b) Elementary school: primary through grade 5 to include preparation in the academic
2 disciplines taught in the elementary school.

3 1. The elementary certificate shall be valid for teaching grade 6 if grade 6 is taught in a self-
4 contained classroom or in a school organization in which grade 6 is housed with grade 5 in the
5 same building.

6 2. A candidate for the elementary certificate may simultaneously prepare for certification for
7 teaching exceptional children.

8 (c)1. Middle school option 1: grades 5 through 9 with the equivalent of one (1) major to be
9 selected from:

10 a. English and communications;

11 b. Mathematics;

12 c. Science; or

13 d. Social studies;

14 2. Middle school option 2: grades 5 through 9 with 2 middle school teaching fields to be
15 selected from:

16 a. English and communications;

17 b. Mathematics;

18 c. Science; or

19 d. Social studies;

20 3. The grades 5 through 9 mathematics certificate shall be valid for teaching Algebra I grades
21 10 and 11.

22 4. A candidate who chooses to simultaneously prepare for teaching in the middle school and
23 for an additional base or restricted base certificate issued under this subsection or subsection (3)

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1 of this section, including certification for teaching exceptional children, shall be required to
2 complete one (1) middle school teaching field;

3 (d) Secondary school: grades 8 through 12 with one (1) or more of the following majors:

- 4 1. English;
- 5 2. Mathematics;
- 6 3. Social studies;
- 7 4. Biology;
- 8 5. Chemistry;

- 9 6. Physics; or
- 10 7. Earth science;

11 (e) Grades 5 through 12 with one (1) or more of the following majors:

- 12 1. Agriculture;
- 13 2. Business and marketing education;
- 14 3. Family and consumer science;
- 15 4. Industrial education; or
- 16 5. Engineering and technology;

17 (f) All grade levels with one (1) or more of the following specialties:

- 18 1. Art;
- 19 2. A foreign language;
- 20 3. Health;
- 21 4. Physical education;
- 22 5. Integrated music;
- 23 6. Vocal music;

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1 7. Instrumental music; or

2 8. School media librarian; or

3 (g) Grades primary through 12 for teaching exceptional children and for collaborating with
4 teachers to design and deliver programs for preprimary children, for one (1) or more of the
5 following disabilities:

6 1. Learning and behavior disorders;

7 2. Moderate and severe disabilities;

8 3. Hearing impaired;

9 4. Hearing impaired with sign proficiency;

10 5. Visually impaired;

11 6. Communication disorders, valid at all grade levels for the instruction of exceptional
12 children and youth with communication disorders, which shall require a master's degree in
13 communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

14 7. Communication disorders - SLPA only, valid at all grade levels for the instruction of
15 exceptional children and youth with communication disorders, which shall require a
16 baccalaureate degree in communication or speech language pathology, in accordance with 16
17 KAR 2:050, Section 3.

18 (3) A restricted base certificate shall be issued specifying one (1) or more of the following
19 grade level and specialization authorizations:

20 (a) Psychology, grades 8-12;

21 (b) Sociology, grades 8 through 12;

22 (c) Journalism, grades 8 through 12;

23 (d) Speech/media communications, grades 8-12;

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1 (e) Theater, primary through grade 12;

2 (f) Dance, primary through grade 12;

3 (g) Computer information systems, primary through grade 12; or

4 (h) English as a second language, primary through grade 12.

5 (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be
6 issued specifying one (1) or more of the following grade level and specialization authorizations:

7 (a) Computer science, grades 8-12;

8 (b) English as second language, primary through grade twelve (12);

9 (c) Gifted education, primary through grade 12;

10 (d) Driver education, grades 8-12;

11 (e) Literacy specialist, primary through grade 12, which shall require a master's degree in
12 reading or literacy;

13 (f) Reading, primary through grade 12;

14 (g) Instructional computer technology, primary through grade twelve (12);

15 (h) Teacher Leader, all grades;

16 (i) Other instructional services - school safety, primary through grade twelve (12);

17 (j) Other instructional services - environmental education, primary through grade 12;

18 (k) Other instructional services - elementary mathematics specialist, primary through grade 5;

19 (l) Learning and behavior disorders, grades eight (8) through twelve (12).

20 1. This endorsement shall be issued following completion of the requirements of Section 5(2)
21 of this administrative regulation; and

22 2. This endorsement shall only be issued to candidates with preparation and certification for a
23 base or restricted base certificate for the secondary grades 8-12; or

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1 (m) American Sign Language, primary through grade 12.

2 Section 5. Additional Certification. (1) A certificate extension may be issued for any base or
3 restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and
4 shall require:

5 (a) A valid base or restricted base certificate, including a statement of eligibility;

6 (b) Successful completion of the applicable assessments; and

7 (c) Recommendation from an approved preparation program upon demonstration of
8 competency in the relevant teaching methodology verified via coursework, field experience,
9 portfolio, or other proficiency evaluation.

10 (2) A certificate endorsement may be issued for any area listed in Section 4(4) of this
11 administrative regulation and shall require:

12 (a) A valid base or restricted base certificate, including a statement of eligibility;

13 (b) Successful completion of the applicable assessments; and

14 (c) Recommendation from an approved preparation program.

15 (3)(a) A professionally-certified teacher may add a certificate endorsement or extension if the
16 teacher meets the requirements established in paragraph (b) of this subsection.

17 (b) A certificate extension or certificate endorsement shall be issued if an educator submits a
18 completed TC-HQ application and:

19 1. Holds a valid Kentucky professional teaching certificate;

20 2.a. Current employment in a certified position;

21 b. Has a bona fide offer of employment in a certified position in a Kentucky public school; or

22 c. Approval of the local district superintendent;

23 3. Successfully completed the applicable content assessments; and

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1 4. Has either:

2 a. A declared major in the area of certification being sought; or

3 b. A combination of education, experience, professional development, awards and
4 achievements in the area of certification being sought sufficient to demonstrate subject matter
5 competency as evidenced by a score of ninety (90) points on the index contained within the
6 application form, TC-HQ.

7 i. Points shall be granted only for experience, professional development, awards or
8 achievements earned relative to the specific content area, student population taught, and grade
9 range served.

10 ii. Coursework shall be validated on the application by a Kentucky college or university
11 approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

12 iii. Successful completion of the appropriate content assessment or assessments for the
13 certificate area being added shall count for forty-five (45) points.

14 (4) If a teacher currently holds a professional certificate in the secondary grades 8-12, and
15 applies for a certificate extension or endorsement in the same content area for middle school
16 grades 5-9, the teacher shall not be required to complete the content assessment.

17 (5) A certificate extension or endorsement issued under the requirements established in
18 subsection (3)(b) of this section shall be permitted in the areas of English, mathematics, sciences,
19 foreign languages, or social studies. Health and physical education areas shall be added only if
20 the teacher holds the correlative certificate.

21 Section 6. A candidate pursuing certification via an alternative route to certification shall
22 receive the same certificates delineated in Section 4 of this administrative regulation following
23 completion of the appropriate requirements specific to each alternative route.

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1 Section 7. Application for certification or additional certification shall be made on Form TC-
2 1 and shall be accompanied by the fees required by 16 KAR 4:040.

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

5 (a) Form TC-1, rev. 10/05 [~~4/2004~~], Education Professional Standards Board; and

6 (b) Form TC-HQ, edition 10/2009, Education Professional Standards Board.

7 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
8 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
9 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Information/Discussion Item B

Information Item:

Notice of Intent to Amend 16 KAR 4:060. Certificate renewals and successful teaching experience.

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:

During the amendment process for 16 KAR 3:050, staff discovered that the current TC-2 form revised in October of 2003 was not incorporated by reference in 16 KAR 4:060. 16 KAR 3:050 references the TC-2 and states that it is incorporated by reference in 16 KAR 4:060.

16 KAR 4:060 references the September 2000 version of the TC-2; therefore, in order to avoid any confusion, the regulation must be amended to incorporate the October 2003 edition currently in use by the Division of Certification.

Contact Person:

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Executive Director

Date:

March 7, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 4:060. Certificate renewals and successful teaching experience.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030

7 require that a teacher and other professional school personnel hold a certificate of legal
8 qualification for his or her respective position to be issued upon completion of a program of
9 preparation prescribed by the Education Professional Standards Board. KRS 161.020 provides that
10 the validity and terms for the renewal of a certificate shall be determined by the laws and
11 administrative regulations in effect at the time the certificate was issued. This administrative
12 regulation establishes certificate renewal provisions and the requirements for successful teaching
13 experience for certificate issuance and renewal.

14 Section 1. Certificate Renewals. (1) If the renewal of a teaching certificate requires the
15 completion of additional academic course work in lieu of teaching experience, the credits shall be
16 selected from the Planned Fifth-Year Program.

17 (2) Except as provided in KRS 161.030(3), a teaching certificate shall be issued for a duration
18 period of five (5) years, with provision for subsequent five (5) year renewals.

19 (3)(a) A certificate shall be renewed for subsequent five (5) year periods upon the completion
20 of:

21 1. Three (3) years of successful teaching experience as established in Section 2 of this
22 administrative regulation; or

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1 2. At least six (6) semester hours of credit or the equivalent in professional development
2 defined in 16 KAR 8:020.

3 (b) The requirements of this subsection shall apply to teachers who have completed the Fifth
4 Year Program renewal requirements established in 16 KAR 8:020 and 16 KAR 2:010, Section 3.

5 (4) The renewal requirements shall be completed by September 1 of the year of expiration of
6 the certificate.

7 (5)(a) Upon expiration, a regular certificate shall be extended for one (1) time for the one (1)
8 year period immediately following the expiration date upon completion of at least one-third (1/3)
9 of the renewal requirements and upon recommendation by the employing school superintendent.
10 The remainder of the renewal requirements shall be completed within the one (1) year period of
11 reinstatement.

12 (b) Application for the extension shall be made on Form TC-2.

13 (6)(a) Experience in the armed forces of the United States of America shall be accepted toward
14 the renewal of a teaching certificate in lieu of required teaching experience as established in
15 Section 2 of this administrative regulation, if the applicant held a valid certificate prior to entering
16 military service.

17 (b) The validity period of a certificate held by a person at the time of entry into the armed
18 forces of the United States of America shall be extended for the same period of time for which it
19 was valid at the time of entry, beginning from the date of discharge.

20 (7) For a certificate requiring teaching experience for renewal, experience as a substitute
21 teacher shall be accepted in lieu of required teaching experience as established in Section 2 of this
22 administrative regulation if the holder of the certificate:

23 (a) Was employed officially by the local board of education;

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1 (b) Was paid through the board of education; and

2 (c) Substituted in his certification area no less than thirty (30) teaching days per semester.

3 (8) Work experience at the Education Professional Standards Board, Kentucky Department of
4 Education, or other state or federal educational agency with oversight for elementary and
5 secondary education shall be accepted toward the renewal of a teaching certificate in lieu of
6 teaching experience as established in Section 2 of this administrative regulation.

7 (9) Teaching experience at a regionally- or nationally-accredited institution of higher
8 education in the academic subject area for which the teacher holds certification shall be accepted
9 toward the renewal of a teaching certificate in lieu of teaching experience as established in
10 Section 2 of this administrative regulation.

11 (10) Application for certification renewal shall be made on Form TC-2.

12 Section 2. Successful Teaching Experience for Certificate Issuance and Renewal. (1)
13 Successful teaching experience shall be in a position directly corresponding to the type of
14 teaching certificate for which the application is being made.

15 (2) A full year of experience shall include at least 140 teaching days of employment
16 performed within the academic year.

17 (3) A half year of experience shall include at least seventy (70) teaching days of employment
18 performed within an academic semester.

19 (4) The experience shall include employment on at least a half-time basis as defined in 16
20 KAR 7:010.

21 (5) The experience may include employment in either a public school or a regionally- or
22 nationally-accredited nonpublic school.

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1 (6) Experience as a home school teacher shall not be accepted as successful teaching
2 experience.

3 (7) The superintendent of the employing district or chief school officer of the employing
4 nonpublic school shall verify successful teaching experience on the certification application,
5 Form TC-1 incorporated by reference in 16 KAR 2:010 for initial certification or Form TC-2 for
6 certificate renewal.

7 Section 3. Incorporation by Reference. (1) Form TC-2, rev.10/03, is hereby incorporated by
8 reference. [~~The following material is incorporated by reference:~~

9 ~~—(a) Form TC 1, rev. 9/2000, Education Professional Standards Board; and~~

10 ~~—(b) Form TC 2, rev. 9/2000, Education Professional Standards Board.]~~

11 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
12 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
13 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item A

Action Item:

Signing of the 2010-2015 NASDTEC Interstate Agreement

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030, 161.048, 161.123, 161.124, 161.126
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 signing of the 2010-15 NASDTEC Interstate Agreement by the Executive Director?

Background:

Every five years the National Association of State Directors of Teacher Education and Certification (NASDTEC) revises its Interstate Educator Licensure Agreement (Interstate Agreement) and asks all member states to sign this document signifying those states from which the receiving state will readily accept an educator's certification. The most current agreement was published at the June 2010 NASDTEC Annual Conference and is now ready for state participation.

The most recent agreement is more detailed in that it asks all states to complete a detailed outline of the stages of licensure within that state, which includes all "Jurisdiction-Specific Requirements (JSRs)," e.g., grade point average, clinical practice, assessments, internship, etc.) for obtaining each stage of certification. These stages (1-4) are characterized by specific requirements by the state to obtain the appropriate level of licensure. For example, Kentucky's Professional Certificate is categorized as a "Stage 3 license" because it is "issued to an individual who holds a minimum of a Bachelor's degree, has completed an approved program and has met all jurisdiction-specific requirements" in Kentucky.

Just as the agreement has changed, so has the landscape for educator certification in the United States. Many more teachers are being prepared by alternative route programs, and teachers, in particular, are becoming more mobile. The agreement was last signed by Kentucky in 2005.

The EPSB executive director plans to sign appropriate sections of the Interstate Agreement for accepting teaching certificates to reflect that Kentucky agrees with the basic tenets of the agreement along with the EPSB's Jurisdiction-Specific Requirements (JSRs), which govern the issuance of Kentucky teaching and administrative certificates to out-of-state applicants. JSRs will reflect current EPSB regulations governing the issuance of certificates to these applicants, and the JSRs may be changed in the future should the EPSB alter those regulations.

Alternative Actions:

1. Authorize the executive director to sign the agreement.
2. Do not authorize the executive director to sign the agreement.
3. Authorize the executive director to sign the agreement with changes

Staff Recommendation:

Option 1

Rationale:

The staff recommendation best reflects how out-of-state applicants are currently accepted within the existing statutes and regulations, and it best reflects the EPSB's development of new post-Master's principal programs.

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov

Executive Director

Date:

March 7, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item B

Action Item:

16 KAR 6:030. Examination Prerequisites for Principal Certification

Applicable Statute or Regulation:

KRS 161.027

16 KAR 6:030

Applicable Goals:

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

Issue:

Should the EPSB approve amendments to 16 KAR 6:030, Examination Prerequisites for Principal Certification, for the *Kentucky Specialty Test of Instructional and Administrative Practices (1015)* to be administered by the Education Testing Service (ETS) with no passing score, effective September 1, 2011, through August 31, 2012?

Background:

The *Kentucky Specialty Test of Instructional and Administrative Practices*, also known as the *Kentucky Principal Test (KYPT)*, is one of two required assessments mandated by KRS 161.027 for applicants seeking principal certification. Since 1985 the *KYPT* has been maintained and administered by the Education Professional Standards Board (EPSB); however, recent reviews by staff have revealed that efficiencies could be gained by using a third party.

EPSB staff approached the Educational Testing Service (ETS) to determine if ETS were willing to assume the maintenance and administration of the test. In October 2010, the Commonwealth Collaborative for School Leadership Programs (CCSLP) and EPSB staff met with Kentucky's ETS Client Relations Director to explore the viability of having ETS maintain the *KYPT*. In addition, a test advisory committee was formed to work with ETS in reviewing and revising the current assessment. The test advisory committee includes practicing Kentucky administrators, several members of the CCSLP, and other administrative preparation program faculty. All parties agreed that it would be a more efficient and effective use of resources to have ETS maintain and administer the *KYPT*.

ETS has agreed to update and augment content as well as develop two new test forms, a Test at a Glance document (outline and sample questions), and a study guide. ETS has also agreed to administer the test on the same dates as the *School Leaders Licensure Assessment (SLLA)* test. Beginning in September of 2011, the *KYPT* will initially be paper-based; however, it will soon be administered by computer. The test will be available for registration in August 2011 with the first administration held September 2011. After reviewing the test transition timeline, EPSB staff members have determined there should be no interruption in test administrations.

The cost of the test will be \$80.00 plus a registration fee. Examinees pay only one registration fee per testing year. Therefore, because most candidates will take the *SLLA* during the same

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testing year, we do not anticipate the registration fee to be a financial burden. Currently the fee for the KYPT is the only test fee indicated in regulation. Therefore staff recommends the fee be removed from this administrative regulation.

Because the Standard Setting Study (SSS) recommended cut score for the test is not yet available, staff recommends that the test be implemented with no required passing score, effective September 1, 2011 through August 31, 2012. Staff plans to bring the state SSS recommended cut score for the test to the Board next year to become effective September 1, 2012.

Alternative Actions:

Amend 16 KAR 6:030 to reflect the change in test code to *Kentucky Specialty Test of Instructional and Administrative Practices (1015)* with no required passing score, effective September 1, 2011 through August 31, 2012.

1. Approve the proposed amendments to 16 KAR 6:030.
2. Do not approve the proposed amendments to 16 KAR 6:030.

Staff Recommendation:

Alternative 1

Rationale:

The test advisory committee and EPSB staff have agreed that it would be a more efficient and effective use of resources to have ETS maintain and administer the *KYPT*. Removing the cost from the regulation will provide for consistency within 16 KAR 6:030 as well as with the teacher certification testing regulation. Providing a hold harmless window for the passing score will allow ample time to obtain the state SSS recommended passing score.

Contact Person:

Mr. Robert Brown
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

March 7, 2011

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 6:030. Examination prerequisites for principal certification.**

4 RELATES TO: KRS 161.020, 161.027, 161.030

5 STATUTORY AUTHORITY: KRS 161.027

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 requires a certificate of
7 legal credentials for any public school position for which a certificate is issued. KRS 161.027
8 requires the Education Professional Standards Board to develop or select appropriate tests,
9 establish minimum scores for successful completion, and establish a reasonable fee to be charged
10 for actual cost of administration of the tests, for an applicant seeking certification as principal,
11 and further requires that each applicant for certification as school principal with less than two (2)
12 years of appropriate experience complete a one (1) year internship program developed by the
13 Education Professional Standards Board. This administrative regulation establishes the
14 examination requirements for certification as principal required under KRS 161.027.

15 Section 1. (1)(a) The certificate for school principal shall be valid for serving in the position
16 of principal or assistant principal.

17 (b) A new applicant for certification as a school principal, including vocational school
18 principal, shall successfully complete the prerequisite tests specified in Section 2 of this
19 administrative regulation prior to certification as a school principal.

20 (c) A score on a test completed more than five (5) years prior to application for certification
21 shall not be acceptable.

22 (2) In addition to the examination requirement specified in Section 2 of this administrative
23 regulation, an applicant for certification shall successfully complete a one (1) year internship

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1 program as required by 16 KAR 7:020 if the applicant has had less than two (2) years of
2 successful experience as a principal in another state.

3 Section 2. An applicant for certification as principal shall complete the following tests and
4 attain the minimum score specified for each test:

5 (1) School Leaders Licensure Assessment (1011) - 160; and

6 (2) (a) Until August 31, 2011, the Kentucky Specialty Test of Instructional and
7 Administrative Practices - eighty-five (85) percent correct responses; and

8 (b) Beginning September 1, 2011, the Kentucky Specialty Test of Instructional and
9 Administrative Practices (1015) administered by the Educational Testing Service with no passing
10 score.

11 Section 3. The successful completion of the School Leaders Licensure Assessment shall not
12 be required for an applicant who has:

13 (1) Two (2) years of experience as a certified principal in another state; and

14 (2) Successfully completed a nationally administered test in the area of educational
15 leadership and administration.

16 Section 4. (1) An applicant for certification as principal shall take the required School
17 Leaders Licensure Assessment on a date established by the Educational Testing Service (ETS).
18 An applicant shall authorize that test results be forwarded to the Education Professional
19 Standards Board by the ETS.

20 (2) Public announcement of a testing date and location shall be issued sufficiently in advance
21 to permit registration as required by the ETS and the Education Professional Standards Board.

22 (3) [(4)] An applicant shall seek information regarding the dates and location of the test and
23 make application for the appropriate examination prior to the deadline established and

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1 sufficiently in advance of anticipated employment to permit test results to be received by the
2 Education Professional Standards Board and processed in the normal certification cycle.

3 Section 5. (1) For the required School Leaders Licensure Assessment, the applicant shall pay
4 all fees assessed by the ETS.

5 (2) (a) Until August 31, 2011, an applicant for the Kentucky Specialty Test of Instructional
6 and Administrative Practices~~[, an applicant]~~ shall pay a fee of eighty (80) dollars, and

7 (b) Beginning September 1, 2011, an applicant for the Kentucky Specialty Test of Instructional
8 and Administrative Practices shall pay all fees assessed by the ETS .

9 Section 6. An applicant who fails to achieve a minimum score on a required test as specified
10 in Section 2 of this administrative regulation shall be permitted to retake the test or tests during a
11 regularly-scheduled test administration.

12 Section 7. A temporary certificate issued in accordance with KRS 161.027(6)(a) shall not be
13 extended for an applicant who does not successfully complete the assessments within the year.

14 Section 8. (1) For an applicant applying for a certificate under KRS 161.027(6)(b), the
15 school superintendent of the employing district shall submit a request that shall include an
16 affirmation that the applicant pool consisted of three (3) or less applicants who met the
17 requirements for selecting a principal.

18 (2) The temporary certificate issued in accordance with KRS 161.027(6)(b) shall not be
19 extended beyond the one (1) year period.

20 Section 9. (1) To provide for confidentiality of information, the Education Professional
21 Standards Board shall report individual scores on the Kentucky Specialty Test of Instructional
22 and Administrative Practices to the individual applicant. The scores shall not be released to other
23 individuals or agencies.

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1 (2) A score shall not be used by the Education Professional Standards Board in an
2 individually identifiable form other than for purposes of determining eligibility for certification
3 as school principal.

4 Section 10. On an annual or biennial basis, the Education Professional Standards Board shall
5 collect and analyze data provided by the Educational Testing Service through score and
6 institution reports which permit evaluation of the examination prerequisites covered by this
7 administrative regulation.

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 April 29, 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 May 2, 2010. 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 6:030

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 written examination prerequisites and the corresponding passing scores for principal certification.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to principal preparation candidates of the assessment requirements for obtaining and maintaining a principal certificate.

(c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 161.020 requires a certificate of legal qualifications for any public school position for which a certificate is issued. KRS 161.028 requires the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030 places the responsibility of selecting the assessments and determining the minimum acceptable level of achievement on each assessment on the Education Professional Standards Board.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation lists the required principal certification assessments and their corresponding minimum acceptable scores.

(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 notifies future principal candidate that the Kentucky Specialty Test of Instructional and Administrative Practices will be administered by the Educational Testing Service (ETS) beginning September 1, 2011. The test will be required for all principal candidates, but a passing score will not be established until data can be collected for validation of the score by ETS.

(b) The necessity of the amendment to this administrative regulation: This amendment is necessary to ensure that the required assessments and corresponding scores are adequately set to

produce the most competent educators.

(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 required assessments and corresponding passing scores for Kentucky principal certification.

(d) How the amendment will assist in the effective administration of the statutes: This amendment transfers the current administration of the Kentucky Specialty Test of Instructional and Administrative Practices to the Educational Testing Service (ETS) which will provide principal candidates the availability to take the test simultaneously with the national principal test (SLLA), as well as expand into an online version of the test. ETS will also be able to ensure that the test is secure and validated.

(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 new and additional administrator 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 need to continue to direct students to this regulation or the Education Professional Standards Board website for current assessment requirements. Applicants will need to continue to refer to this regulation or the Education Professional Standards board website for current assessment requirements.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There may be a minimal additional cost to the principal candidates to take the test in the future.

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(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The educator preparation programs and applicants will be positively affected by additional testing times for this test, as well as future online options. The districts will be positively affected by a supply of competent principals.

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

(a) Initially: None

(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 a principal certificate will be held to the same standard.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 16 KAR 6:030

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 X No _____

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? School districts, 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 testing requirements for teacher candidates to obtain certification.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item C

Action Item:

Report of Recommendations from the Committee to Review Superintendent Programs

Applicable Statutes and Regulation:

KRS 161.028, 042

16 KAR 3:010

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 Education Professional Standards Board (EPSB) accept the report of recommendations from the Committee to Review Superintendent Programs?

Background:

The Committee to Review Superintendent Programs was established by the Education Professional Standards Board (EPSB) to study the following issues and make recommendations to the board concerning the following as outlined in the charter:

- the current state of superintendent preparation in Kentucky
- the inclusion of high quality clinical experiences for both traditional superintendent candidates and those seeking certification through an alternative route
- the alignment of superintendent preparation with teacher leader master's programs, redesigned principal programs, and the General Assembly-mandated training and assessment center provided by the Kentucky Department of Education
- the review of programs that prepare supervisors of instruction and directors of pupil personnel

The charter directed the committee to bring recommendations for change in current regulations and policy so that all of Kentucky's superintendent programs are selecting candidates who possess the requisite skills, knowledge, and dispositions, as well as providing the high quality academic and clinical experiences essential for effective organizational leaders. Once the committee recommendations have been reviewed and approved by the EPSB, and regulatory changes implemented, where applicable, program guidelines will be revised and updated to reflect how colleges and universities should prepare effective superintendents. The committee completed its work in January 2011 as specified in the original charter. The report of the committee with recommendations is attached.

Groups/Individuals Consulted:

Aaron Thompson, Council on Postsecondary Education

Andy Dotson, Harrison County School District

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Blake Haselton, University of Louisville
Cathy Gunn, Morehead State University
Chuck Hamilton, Mercer County School District
David Baird, Kentucky School Board Association
David Barnett, Morehead State University
Dorothy Perkins, Gallatin County School District
Elaine Farris, Clark County School District
Fred Carter, Western Kentucky University
Jack Rose, Murray State University
Jim Rinehart, Eastern Kentucky University
Jim Jackson, University of Kentucky
Joe Tinius, Bowling Green Independent School District
Keith Davis, Bullitt County School District
Lars Bjork, University of Kentucky
Lisa James, Carroll County School District
Michael Kral, Kentucky Education Association
Nawanna Privett, Superintendent CEO Network
Larry Stinson, Kentucky Department of Education
Paul Wirtz, Kentucky Association of Colleges for Teacher Education
Rachel Yarbrough, Crittenden County School District
Rhonda Harmon, Kentucky Association of School Councils
Robert Heffern, University of the Cumberlands
Roger Marcum, St. Catharine College
Rosa Weaver, Northern Kentucky University
Steve Trimble, Johnson County School District
Susan Compton, Russell Independent School District
Tim Spencer, Jackson Independent School District
Wayne Young, Kentucky Association of School Administrators
Wilson Sears, Kentucky Association of School Superintendents

Alternative Actions:

1. Accept the report of the Committee to Review Superintendent Programs and instruct staff to prepare a study for the feasibility of implementing the recommendations for further board review and action.
2. Do not accept the report of the Committee to Review Superintendent Programs.

Staff Recommendation:

Alternative Action 1

Rationale:

The Committee to Review Superintendent Programs discussed the issues related to dispositions, admission requirements, and program development for aspiring superintendents for both traditional and alternative route candidates. The charter and the objectives guided the process. The committee submits the report for board discussion and acceptance.

Contact Person:

Mr. Robert Brown
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

Executive Director

Date:

March 7, 2011

Committee to Review Superintendent Programs

The vision for education reform in Kentucky is that every child will be proficient and prepared for college and career. Superintendents in the twenty-first century must be able to lead this work and be held accountable for closing gaps, reducing remediation rates, and making sure that all students are college and career ready. Indicators of proficiency, growth, and closing gaps among student groups will measure the vision.

Recommendation 1: CRSP recommends that all superintendent preparation programs continue to align superintendent program courses with the Interstate School Leaders Licensure Consortium (ISLLC) Standards and Technology Standards for School Administrators (TSSA), as well as incorporate standards of 21st Century skills, e.g., creativity and innovation, critical thinking and problem solving, communication and collaboration, and leadership and responsibility.

- Provide evidence via a matrix of the alignment of standards and skills to courses being offered.
- The Commonwealth Collaborative for School Leadership Programs (CCLSP) as part of its course development process should create a matrix to guide the alignment.

Recommendation 2: CRSP recommends that all superintendent preparation programs use multiple measures to determine candidates' knowledge, skills, and dispositions prior to admittance into a traditional superintendent program. Evidence of these measures should be included in an admissions portfolio containing the following:

- Academic credentials (prerequisite leadership certificate),
- Recommendations from an education agency representative, e.g., superintendent, university, coop, KDE, current/previous mentor,
- Leadership roles
- Ability to demonstrate problem-solving skills as evidenced by instructional impact
- Evidence of instructional leadership; demonstration of building future leaders, e.g., SBDM or organizational artifacts
- Effective communication skills (written communication; ability to disseminate information)
- Effective use of technology, e.g., demonstrating the appropriate use of technology for teaching and learning throughout the school/district
- Personal commitment to ongoing professional growth, e.g., being well read and engaged in meaningful professional development activities
- Reflective thinker, e.g., group interviews, performance events, rubrics, case studies, evaluation of programs, self-assessment
- Ability to build relationships, foster teamwork, develop networks, e.g., current or previous work experience, recommendations, reference form
- Ability to apply theory to practice, e.g., time management, finance, professional collaboration, instructional leadership
- Basic understanding school laws, finance, SBDM, personnel, instruction and assessment, teaching and learning, etc.

Recommendation 3: CRSP recommends that alternative program applicants provide evidence of comparable skills.

- Leadership experiences may have occurred in a setting other than a school district.
- Evidence of engagement with a school or district should be identified.

Recommendation 4: CRSP recommends that throughout all coursework superintendent preparation programs utilize the clinical model that provides multiple field experiences aligned to the required standards. A matrix should be provided to show how field experiences are aligned to

the course and indicator. CRSP recommends that the design team develop sample field experiences aligned to learner outcomes.

- Multiple field experiences are provided.
- Field experiences require candidates to work in diverse school/district settings.
- Field experiences require candidates to demonstrate authenticity of practice—real problems based on district needs.
- The design team shall develop a matrix showing field experiences aligned to courses and standards.

Recommendation 5: CRSP recommends that new superintendent candidates provide through documentation—via a work sample, e-portfolio, or other means—data collected to determine the effectiveness of the field experience.

- The field experience documentation should provide an in-depth reflection by the superintendent candidate to demonstrate the potential impact on district, school, and student improvements.
- The design team shall develop a rubric to assess the effectiveness of the field experience.

Recommendation 6: CRSP recommends that superintendent programs include a structured mentoring experience for their candidates.

- This formalized experience may be accomplished through collaboration with superintendents and/or other agencies, e.g., KASS, KASA, KDE, KSBA, education cooperatives, and university and district collaborative mentoring agreements.
- Within the program there should be a structured mentoring experience connected to the work cycle of a superintendent.

Recommendation 7: CRSP recommends creating a statewide team to design an outline for model syllabi that include consistent learner outcomes and objectives for all programs. CRSP recommends that universities/colleges communicate with districts through superintendents via cooperatives and/or the P16/P20 collaborative to ensure the alignment of programs to district needs. Through the CCSLP, institutions shall collaborate to address this recommendation.

- The design team shall consist of university faculty and superintendents as well as representatives from state agencies and the community at large.
- Universities and districts are encouraged to work together to determine what is needed for their particular region.
- A high level of consistency across superintendent programs will allow ease in transferring courses between in-state institutions.

Within the previous recommendations of course development and field experiences, the program courses shall also include:

- Understanding of federal programs and effective implementation at a district level, e.g., Title I, Title II, special education, career and technical education
- Political skills: community involvement, customer service, professional image, vision development
- Understanding of positive and effective board relations which facilitate student learning
- Understanding and building effective working relationships with local, state, and national politicians
- Acquiring a working knowledge of SBDM and collaboratively working with councils to focus on continuous improvement of student learning
- Leading as a change agent
- Basic understanding of and compliance with school laws
- Development of skills that facilitate rigorous curriculum, engaging instruction, professional development, and comprehensive assessment system:
- Work with staff to implement an aligned, rigorous standards-based curriculum in every school, preparing all students to be globally competitive for post-secondary education and work

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- Work with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom in every school
- Ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning
- Work with district and school staff to develop and implement a coordinated system of “in-time” student academic support for students whose achievement does not meet established benchmarks
- Ensure that the system has an articulated design for pre-school, early childhood, middle childhood, adolescent, and adult education that represents research and best practice

Recommendation 8: CRSP recommends that universities require candidates to successfully design, implement, and report results of a capstone project prior to exit from the program. The capstone project should be presented to a panel of program faculty and practicing school administrators.

- The design team shall design a rubric to evaluate the capstone project.

Recommendation 9: Continuation of certification for superintendent

- EILA Credit – Focused, rigorous professional development opportunities that are directly connected to the roles and responsibilities of the superintendency.
- Out-of-state candidates need to attend the superintendent training center within the first year of superintendency.
- Superintendents who have not been active for 5 or more years should complete the training center to be made aware of current trends. The superintendent will bear the cost of the recertification process.

Other Considerations:

1. Kentucky institutions will be increasing the rigor of preparation programs; however, candidates from out-of-state programs may be eligible for certification without meeting our rigorous standards.
2. The New Superintendents' Training Center is strong and very effective. The mentoring area needs to be continued and increased to two years. These areas need to be addressed:
 - a. Mentoring component should be more structured; may be separate from superintendent program or as part of the assessment center (additional two hour mentoring module);
 - b. Mentoring coursework module;
 - 1) Dispositions, including the mental discipline it takes to stay focused
 - 2) The process of working as a facilitator
 - 3) Strategic planning
 - 4) Understanding of finance, law, etc.
3. The mentoring should be structured similar to KPIP, having an itemized list of standards to meet, set dates, essential and guided questions, keeping a log of the meetings, setting standards, goals, etc.
4. New Superintendents' Training Center: Collaborate with KDE to review training components to ensure the follow categories are addressed:
 - a. Human relations/communications/democratic leadership/superintendent as CEO
 - b. Finance and Facilities;
 - c. Instructional Leadership (CIA);
 - d. Personnel and Law;
 - e. Strategic Planning;
5. Investigate the feasibility of requiring the completion of the superintendent training center prior to certification of the superintendent. Doing so would require partnerships among the universities and KDE to accomplish.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item D

Action Item:

Charter for the Committee to Review Cut Scores for Assessments (CRCSA)

Applicable Statutes and Regulation:

KRS 161.028
16 KAR 1:010

Applicable Goal:

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

Issue:

Should the Education Professional Standards Board (EPSB) approve a charter to guide the work of a special committee to review the current cut score framework for educator assessments?

Background:

In October 22, 2007, the Education Professional Standards Board established a *Cut Score Framework* and incorporated it into the *EPSB Procedure Manual*. This set of guidelines is applied to cut scores recommended by Standard Setting Studies. The current *Cut Score Framework* is as follows:

- between the 15th – 25th percentiles
- greater than or equal to the current cut score
- comparable to the SREB average cut score

In light of recent discussion regarding teacher quality, staff recommends establishing a committee to review the cut score framework for educator licensure. The Committee to Review Cut Scores for Assessments (CRCSA) will examine assessment performance data and recommend a revised cut score framework. The goal of the revisions is to move cut scores for educator certification tests out of the bottom quartile nationally. Once the committee recommendations have been reviewed and approved by the EPSB, these changes will be incorporated into the *EPSB Procedure Manual*.

Alternative Actions:

1. Approve the charter for the Committee to Review Cut Scores for Assessments
2. Modify the charter for the Committee to Review Cut Scores for Assessments
3. Do not approve the charter for the Committee to Review Cut Scores for Assessments

Rationale:

Kentucky teacher assessments provide one measure of teacher quality by ensuring minimum content knowledge for beginning teachers. Reviewing the cut score framework will allow staff to work toward improving the quality of teachers for students.

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Contact Person:

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Executive Director

Date:

March 7, 2011

Charter of the Committee to Review Cut Scores for Assessments (CRCSA)

Purpose

In light of recent discussion regarding teacher quality, the Education Professional Standards Board (EPSB) is establishing a committee to review the cut score framework for educator licensure. The Committee to Review Cut Scores for Assessments (CRCSA) will examine assessment performance data to recommend an updated cut score framework to the ESPB.

Membership of the Committee

The committee will include representatives from both public and independent colleges, along with other stakeholders with knowledge of and interest in the purpose of the committee.

Scope of Operation

The committee may recommend regulatory, statutory, and policy changes to the EPSB.

All committee members are expected to make a time commitment to the work. EPSB staff will provide support to the committee and provide the necessary resources for the committee to complete its work.

Objectives

The CRCSA shall utilize state and national assessment performance data to determine implications of moving cut scores out of the lowest quartile nationally.

Time Frame

The committee will be expected to complete a final report with specific recommendations by October 31, 2011.

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item E

Action Item:

Charter for the Program and Accreditation Review Committee (PARC)

Applicable Statutes and Regulation:

16 KAR 5:010

16 KAR 5:020

16 KAR 5:040

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 Education Professional Standards Board (EPSB) approve a charter to guide the work of a special committee to review the current program approval and accreditation processes?

Background:

The Program and Accreditation Review Committee (PARC) shall be charged with reviewing current program approval and accreditation processes and then making recommendations for improving those processes. PARC's work will address recent legislation, EPSB committee recommendations, the changing accreditation landscape, and a desire to improve the efficiency of program approval and accreditation processes.

Senate Bill 1 (2009) assigned several responsibilities to EPSB. These responsibilities include (a) ensuring that pre-service teachers and interns have the capacity to address the revised content standards and (b) collaborating with the Kentucky Department of Education to identify and address needs for improved pre-service writing instruction. Similarly, Senate Bill 163 (2010) charged the EPSB with examining educator preparation programs to ensure that all teachers are able to improve students' content-area reading skills.

In August 2010, the Committee to Review Admissions and Clinical Experiences for Pre-Service Programs (CRACE) recommended several changes related to educator preparation programs. Some of these changes necessitate revisions to the current program approval process.

The changing accreditation landscape is an additional impetus for reviewing the program approval and accreditation processes. The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) have consolidated to form a new accrediting body, the Council for Accreditation of Educator Preparation (CAEP). As accreditation processes on the national level develop, Kentucky will need to revise accreditation procedures that currently parallel those of NCATE. To the extent feasible, Kentucky's program approval process will also be informed by those changes.

Agenda Book

Changes in the program approval and accreditation processes will allow for improved efficiency without sacrificing the quality of the reviews or the quality of support provided to institutions. For example, although face-to-face meetings would not be eliminated entirely, video conferencing technology may allow committees to meet online rather than face to face, saving time for participants while decreasing costs. Furthermore, some information for these processes can be gathered electronically rather than on paper and reviewed electronically rather than in person, again resulting in time and cost savings.

Finally, an overarching goal of PARC is to allow EPSB to model and support continuous improvement in educator preparation. For example, information that is now assembled on an occasional basis may be collected via systems that allow it to be continually updated without creating additional work for institutions. Reviewing the nature and volume of information we require may decrease the burden on institutions while increasing the effectiveness of the feedback they are provided.

Alternative Actions:

1. Approve the charter for the Program and Accreditation Review Committee.
2. Modify the charter for the Program and Accreditation Review Committee.
3. Do not approve the charter for the Program and Accreditation Review Committee.

Staff Recommendation:

Alternative 1

Rationale:

Approval of this charter will allow the Program and Accreditation Review Committee to move forward with reviewing and making recommendations for improving the program approval and state accreditation processes.

Contact Person:

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Executive Director

Date:

March 7, 2011

CHARTER
Program and Accreditation Review Committee (PARC)

Purpose

The Program and Accreditation Review Committee (PARC) will review and recommend revisions to the Education Professional Standards Board's program approval and accreditation processes. Recent legislation, recommendations by the Committee to Review Admissions and Clinical Experiences for Pre-Service Programs (CRACE), changes in national accreditation procedures, and a desire to improve efficiency provided the impetus for PARC.

Membership of the Committee

The committee will include representatives from public and independent colleges and universities, the Kentucky Department of Education, and the Council on Postsecondary Education.

Scope of Operation

The committee shall remain within statutory boundaries, but it may recommend regulatory, statutory, and policy changes to the EPSB.

All committee members are expected to make a time commitment to the work. EPSB staff will provide support to the committee and provide the necessary resources for the committee to complete its work.

Objectives

Following an examination of the EPSB's current program approval and state accreditation processes, PARC shall bring forth recommendations in the following areas:

1. Information institutions submit for program approval and state accreditation.
2. Processes for gathering required information most efficiently and effectively, including format and frequency.
3. Evaluation procedures applied to submitted information:
 - a. Develop a process for identifying key indicators of program and unit quality.
 - b. Develop a process for designing, applying, and revising evaluation instruments.
 - c. Consider alternative ways to provide feedback to institutions regarding submitted programs and accreditation status.

Time Frame

The committee will be expected to submit an intermediate report to the EPSB by October 2011 with a final report with specific recommendations for the program approval process by March 31, 2012.

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

RELATES TO: KRS 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(b) requires that an educator preparation institution 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. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. This administrative regulation establishes the standards for admission to an educator preparation program.

Section 1. Selection and Admission to Educator Preparation Programs. (1) In addition to appropriate National Council for Accreditation of Teacher Education standards incorporated under 16 KAR 5:010, each educator preparation institution shall develop and publish a plan of selection and admission of candidates for the educator preparation program, which shall include:

- (a) Tests to measure general academic proficiency;
 - (b) An evaluation of the candidate's disposition for the education profession; and
 - (c) Affirmation that candidates are provided a review of the Professional Code of Ethics for Kentucky School Certified Personnel established in 16 KAR 1:020, to ascertain awareness, knowledge, and commitment as required for state educator certification.
- (2) The educator preparation institution shall file the plan with the Education Professional Standards Board.

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

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

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

- (a) College admission exams;
- (b) Praxis I exams administered by the Educational Testing Service;
- (c) Other assessments; or
- (d) Grade point average.

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

- (a) Plan I. A minimum composite score of 21 on the American College Test (ACT);
- (b) Plan II. PreProfessional Skills Test (PPST) results, with the following minimum scores:
 1. Reading 173;
 2. Mathematics 173; and
 3. Writing 172;
- (c) Plan III. Graduate Record Examination (GRE) General Tests. Each educator preparation institution shall establish a minimum passing score on the GRE as a measurement of verbal reasoning, quantitative reasoning, and analytical writing skills for admission when the entry into the educator preparation program is at the graduate level; or
- (d) Plan IV. SAT with, a minimum composite score of 1470.

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

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

Section 4. Annual Report. Each educator preparation unit shall submit an electronic report annually to the Education Professional Standards Board, that includes the following program data on candidates admitted to educator preparation programs:

- (1) The candidate's Education Professional Standards Board Person Identifier;
- (2) The candidate's Student School Identification number;
- (3) The candidate's Social Security number;
- (4) The candidate's full name;
- (5) The candidate's birth date;
- (6) The candidate's Email Address;
- (7) The candidate's present home mailing address;
- (8) The candidate's permanent home mailing address;
- (9) The candidate's phone number;
- (10) The candidate's admission date;
- (11) the candidate's grade point average; and
- (12) The candidate's total hours prior to admission to the institution's educator preparation program. (23 Ky.R. 2362; Am. 3354; eff. 3-6-97; 24 Ky.R. 1958; 2375; eff. 5-18-98; 25 Ky.R. 910; 1357; eff. 12-3-98; 28 Ky.R. 2076; 2346; eff. 5-16-2002; recodified as 704 KAR 20:700, 7-2-02; 35 Ky.R. 77; Am. 758; eff. 9-8-08.)

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

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation institution 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. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation institution to supervise a student teacher for the purpose of fulfilling the student teaching requirement of the approved educator preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

- (a) A valid Kentucky teaching certificate for each grade and subject taught;
- (b) Attained Rank II certification;
- (c) At least three (3) years of teaching experience on a Professional Certificate; and
- (d) Taught in the present school system at least one (1) year immediately prior to being assigned a student teacher.

(2) If a cooperating teacher has not attained Rank II certification, the teacher shall have attained a minimum of fifteen (15) hours of approved credit toward a Rank II within a minimum period of five (5) years.

(3) Teachers assigned to a teaching position on the basis of a probationary or emergency certificate issued by the Education Professional Standards Board shall not be eligible for serving as a cooperating teacher.

(4) In selecting a cooperating teacher, the district shall give consideration to the following criteria:

(a) A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;

- (b) An ability to model best practices for the delivery of instruction;
- (c) A mastery of the content knowledge or subject matter being taught;
- (d) The demonstration of an aptitude and ability to contribute to the mentoring and development of a preservice educator;
- (e) An ability to use multiple forms of assessment to inform instruction; and
- (f) An ability to create a learning community that values and builds upon students' diverse cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor. (1) The college supervisor shall make periodic observations of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations and critiques of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors shall be available to work with the student teacher and personnel in the cooperating school regarding any problems that may arise relating to the student teaching situation.

Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards incorporated by reference under 16 KAR 5:010, the educator preparation institution shall provide an opportunity for the student teacher to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of qualified personnel from the educator preparation institution and the cooperating elementary, middle, or high school. In placing the student teachers in classroom settings, the educator preparation program and the school district shall make reasonable efforts to place student teachers in settings that provide experiences, situations, and challenges similar to those encountered by first year teachers.

(2) Each educator preparation institution shall provide a full professional semester to include a period of student teaching for a minimum of twelve (12) weeks, full day, or equivalent, in school settings that correspond to the grade levels each and content area of the student teacher's certification program.

Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for the direct service of a cooperating teacher to each student teacher.

(2)(a) The educator preparation institution shall electronically submit a report of all cooperating teachers and their corresponding student teachers to the Education Professional Standards Board:

1. On or before October 15 for a cooperating teacher supervising a student teacher during the fall semester; or

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2. On or before February 15 for a cooperating teacher supervising a student teacher during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;

2. The cooperating teacher's full name and certificate number;

3. The student teacher's full name, Social Security number, demographic data, and contact information;

4. The student teacher's preparation and certification area by assigned certification code;

5. The names and assigned codes of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name, assigned code, and address of the school.

(c) If an educator preparation institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.

(b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating teacher, building principal, and the college supervisor as verification of the cooperating teacher's service to the student teacher.

(c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:

1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or

2. On or before May 1 for a cooperating teacher supervising a student teacher during the spring semester.

(d) If a cooperating teacher fails to provide the completed voucher, or its electronic equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.

(4)(a) The payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating teachers reported for the fiscal year.

(b) The payment shall be allocated to a cooperating teacher based upon the number of weeks the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.

(5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

(a) On an annual basis; and

(b) On or before June 15.

(6) Compensation to cooperating teachers shall be provided under this administrative regulation if state funds are appropriated for this purpose. Payment of state funds under this administrative regulation shall:

(a) Be a supplement to the compensation provided by an educator preparation institution to a cooperating teacher who is supervising an institution's student teacher; and

(b) Not supplant the educator preparation institutions' compensation responsibility.

Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised 7/2000, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, 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. (23 Ky.R. 4281; eff. 8-4-97; Am. 27 Ky.R. 1082; 1475; eff. 12-21-2000; 28 Ky.R. 2077; 2347; eff. 5-16-2002; Recodified from 704 KAR 20:706, 7-2-2002; 33 Ky.R. 838; 1274; eff. 12-1-06.)

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item F

Action Item:

Adoption of Goals and Strategies for 2011 and 2012

Applicable Statutes and Regulation:

KRS 161.028

Applicable Goal:

Should the Education Professional Standards Board adopt the recommended goals and strategies for 2011 and 2012?

Background:

KRS 161.028 establishes the powers and duties of the Education Professional Standards Board (EPSB). In order to fulfill these duties and responsibilities, the EPSB organizes its work around vision and mission statements as well as specific goals and strategies. Each year, through an annual report provided by the executive director, the EPSB evaluates its progress in meeting the goals through the measures embedded in the strategies.

In order to ensure that the board and agency staff stay focused on the EPSB goals, a review is conducted every two years. This review provides the EPSB, agency leadership and staff, and EPSB's education partners an opportunity to review and reflect on the work of the agency as identified and documented in the goals and strategies.

This current review resulted in productive conversations about the important work of the EPSB. No suggestions for changes to any goals were offered. In fact, most replies included confirmation that the EPSB seemed to be appropriately focused with the goals and strategies serving the work of the board well. A few suggestions were received to be more explicit with strategies under specific goals; however, a staff review indicates that the current strategies as worded provide an adequate level of guidance and direction.

Alternative Actions:

1. Approve the adoption of the attached goals and strategies for 2011-2012.
2. Modify the attached goals and strategies for 2011-2012.
3. Do not approve the attached goals and strategies for 2011-2012.

Staff Recommendation:

Alternative 1

Rationale:

The current review of the EPSB Goals and Strategies has revealed a high level of approval and the belief that they currently provide adequate guidance for the work and responsibilities of the EPSB.

Groups/Individuals Consulted

The following EPSB Partners were emailed and asked to comment on the EPSB Goals and Strategies:

Secretary of Education and Workforce Cabinet, Joe Meyer
All state superintendents
Prichard Committee (Acting Executive Director)
Kentucky Board of Education
Deans and Chairs of Education
Kathy O'Neil (SREB)
Chair of Senate Education Committee, Senator Ken Winters
Chair of House Education Committee, Representative Carl Rollins
Kentucky School Board Association (Executive Director)
Kentucky Association of School Administrators (Executive Director)
Education Cooperatives (Executive Directors)
Kentucky Association of School Superintendents (Executive Director)
Office of Education Accountability (staff)
EPSB agency staff

Contact Person:

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Executive Director

Date:

March 7, 2011

Education Professional Standards Board 2011-2012 Goals and Strategies

Vision Statement

Every public school teacher and administrator in Kentucky is an accomplished professional committed to helping all children become productive members of a global society.

Mission Statement

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

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.

- Strategy 1.1. Maintain regular and rigorous reviews of all program quality indicators.*
- Strategy 1.2. Document and publish information on the quality of each preparation program.*
- Strategy 1.3. Provide technical assistance to support program improvement.*
- Strategy 1.4. Utilize research to inform program improvements.*
- Strategy 1.5. Review programs to ensure focus on student learning.*
- Strategy 1.6. Maintain a focus on continuous improvement of all preparation programs.*
- Strategy 1.7. Provide accurate and reliable data to support decision making.*

Goal 2:

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

- Strategy 2.1. Document every assignment of educators in Kentucky public schools.*
- Strategy 2.2. Document the highly qualified status of all Kentucky teachers as required under NCLB.*
- Strategy 2.3. Monitor the validity and reliability of teacher and administrator assessments.*
- Strategy 2.4. Document and publish the results of all assessments required of new teachers and new administrators.*
- Strategy 2.5. Maintain a focus on continuous improvement of all traditional and alternative route certification procedures and processes.*
- Strategy 2.6. Provide accurate and reliable data to support decision making.*

Goal 3:

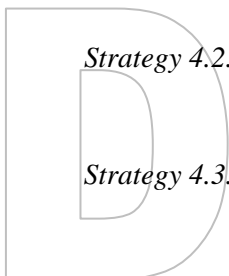
Every credentialed educator exemplifies behaviors that maintain the dignity and integrity of the profession by adhering to established law and EPSB Code of Ethics.

- Strategy 3.1. Promote awareness of the EPSB Code of Ethics.*
- Strategy 3.2. Maintain an accurate database of misconduct and character and fitness cases.*
- Strategy 3.3. Present in a timely manner all cases for review by the EPSB.*
- Strategy 3.4. Maintain a focus on continuous improvement of all hearing procedures.*
- Strategy 3.5. Provide accurate and reliable data to support decision making.*

Goal 4:

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

Strategy 4.1. Develop and utilize reliable measures of teacher effectiveness and student achievement that may be used in evaluation of induction and professional advancement activities.



Strategy 4.2. Ensure that every new teacher and principal has a high quality induction experience while demonstrating knowledge and skills that support student learning.

Strategy 4.3. Ensure that high quality mentoring and support services are provided for teachers seeking National Board for Professional Teaching Standards certification.

Strategy 4.4. Ensure that the Continuing Education Option for rank change program maintains appropriate rigor while demonstrating advanced knowledge and skills that support student learning.

Strategy 4.5. Provide accurate and reliable data to support decision making.

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.

- Strategy 5.1. Maintain a qualified and diverse EPSB workforce.*
- Strategy 5.2. Ensure that all personnel are experiencing life-long learning and professional experiences that support their professional growth.*
- Strategy 5.3. Seek full funding for all EPSB operations, personnel, and programs through an approved biennial budget request.*
- Strategy 5.4. Provide semiannual budget reports to the EPSB.*
- Strategy 5.5. Maintain facilities, equipment, and agency technology that support efficient and productive agency operations.*