

Agenda Book  
**EPSB Meeting Agenda**  
**EPSB Offices**  
100 Airport Road, 3<sup>rd</sup> Floor, Conference Room A, Frankfort, KY 40601  
January 9, 2012

Monday, January 9, 2012

**9:00 AM EST      Call to Order**

**Swearing-In of New Board Member**

**Roll Call**

**Open Speak**

**Approval of Consent Items**

- A. Approval of October 17, 2011 EPSB Minutes (**Pages 1-12**)
- B. Approval of Contracts (**Pages 13-14**) (Ms. Ashley Abshire)
- C. Integrated Music, Grades P-12 (Bachelor's Level), Lindsey Wilson College (**Pages 15-20**) (Dr. Kim Walters-Parker)
- D. Gifted Endorsement, Grades P-12 (Advanced Level), University of Louisville (**Pages 21-26**) (Dr. Walters-Parker)

**Report of the Executive Director**

- A. Report from the Kentucky Department of Education
- B. Report from the Council on Postsecondary Education
- C. Local Educator Assignment Data (LEAD) Report (Mr. Mike Carr)
- D. Update on Unbridled Learning (SB1 2009) Initiatives: A Report on Teacher Preparation Program Participation in the Information and Use of the Revised Kentucky Core Academic Standards (Ms. Linda Nickel)

**Report of the Chair**

**Committee Reports**

Kentucky Advisory Council for Internships

**Presentation**

Review of Ethical Guidelines for Boards and Commissions (Mr. John Steffen, Ethics Commission)

**Information/Discussion Items**

- A. Meeting Policy, Notice of Intent (**Pages 27-30**) (Ms. Abshire)
- B. Mid-Year Budget Report (**Pages 31-32**) (Ms. Abshire)
- C. 16 KAR 4:030. Out of State Preparation, Notice of Intent (**Pages 33-38**) (Mr. Carr)

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### **Action Items**

- A. Amendment to the EPSB's Cut Score Framework Procedure, Final Action (**Pages 39-40**) (Mr. Robert Brown)
- B. 16 KAR 6:010. Examination Prerequisites for Teacher Certification, Amendment, Final Action (**Pages 41-66**) (Mr. Brown)
- C. Teachers' National Certification Incentive Trust Fund (**Pages 67-72**) (Mr. Brown)
- D. Approval of Deputy Executive Director's Job Description and Salary (**Pages 73-76**) (Dr. Phillip Rogers)

### **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:  
March 5, 2012  
EPSB Offices

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*The actions delineated below were taken in open session of the EPSB at the October 17, 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  
October 17, 2011**

### **Call to Order**

Chair Cathy Gunn called the meeting to order at 9:05 a.m. EST.

### **Roll Call**

The following members were present during the October 17, 2011, EPSB meeting: Bradley Bielski, Barbara Boyd, Ellen Blevins, Michael Dailey, John DeAtley, Cathy Gunn, Allen Kennedy, Marie McMillen, Sandy Sinclair-Curry, Zenaida Smith, Anthony Strong, Tom Stull, Mark Wasicsko, and Lorraine Williams. Lynn May and Cassandra Webb were absent.

### **Open Speak**

There were no requests for Open Speak.

### **Approval of Consent Items**

Chair Gunn 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.

### **2011-045**

*Motion made by Ms. Lorraine Williams, seconded by Mr. Anthony Strong, to approve the following items on the consent agenda:*

Approval of September 19, 2011 EPSB Minutes

Spanish, Grades P-12 (Bachelor's Level), Thomas More College

**Vote:** *Yes – 13*

*Recuse – 1 (Dr. Bradley Bielski)*

Dr. Kim Walters-Parker recognized representatives from Thomas More College whose program was approved.

### **Report of the Executive Director**

Report from the Kentucky Department of Education (KDE)

Mr. Michael Dailey reported on recent events at KDE.

- At the Annual Safe Schools, Successful Students Conference in November, ten Kentucky public schools will be recognized for the working conditions, school safety, and student achievement in their buildings. The ten will be selected in a four-phase process based upon data

from the Teaching, Educating, Leading and Learning (TELL) Kentucky survey, which was administered to all public school teachers and principals in March of this year.

- KDE is working on Kentucky's application for relief from parts of the federal No Child Left Behind law. The application must be submitted in November.

#### Report from the Council on Postsecondary Education

Mr. John DeAtley reported that budget development is almost complete. In addition to its agency budget, CPE must also develop a budget for all Kentucky public institutions of higher education. The goal is for all the public institution presidents to reach consensus on the budget requests.

#### Update on Senate Bill 1

Ms. Linda Nickel gave an overview of the implementation of Unbridled Learning (SB 1) Initiatives. Mr. DeAtley stated that CPE, in collaboration with the College Readiness Partnership (CRP), is co-hosting a national forum on cross-sector implementation of the Common Core State Standards (CCSS). The CRP is a collaborative effort between the American Association of State Colleges and Universities (AASCU), the Council of Chief State School Officers (CCSSO), and the State Higher Education Executive Officers (SHEEO) to promote broad implementation of the Common Core State Standards (CCSS). This event will be held at the Marriott Louisville Downtown Hotel on February 27th, 28th, and 29th. The first day of the forum is primarily designed to include participants from Kentucky; the remainder of the forum will be open to cross-sector teams from the other CRP states and from additional states deeply engaged in statewide Common Core implementation.

#### Deputy Executive Director Retirement

Dr. Rogers announced that the agency's Deputy Executive Director, Gary Freeland, will be retiring at the end of October. He recognized Mr. Freeland for his guidance and leadership over the years. Dr. Rogers will be bringing the deputy executive director's job description for approval in January and will begin a search in the spring. Mr. Freeland expressed how much he had enjoyed working for the EPSB.

#### **Report of the Chair**

##### Appointment to the Kentucky Advisory Council for Internships (KACI)

Chair Cathy Gunn appointed Mr. Tom Stull to KACI; he replaces Ms. Sandy Sinclair-Curry.

#### **Committee Reports**

##### Program and Accreditation Review Committee (PARC) Update

Dr. Kim Walters-Parker introduced the following members of PARC, who then shared with the board the current progress of the committee: Dr. Tony Norman, WKU; Dr. Manish Sharma, Thomas More; Dr. Kathryn Polmanteer, Morehead State University; Dr. Verna Lowe, Asbury University; and Dr. Parker Fawson, University of Kentucky. Dr. Walters-Parker stated that she anticipates bringing the board a demonstration on the early stages of the technology involved in the new program review system in early 2012.

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### Retreat Committee

A draft retreat agenda was placed in the board members' folders. Mr. Tom Stull asked the board to send any other retreat topic suggestions directly to staff.

### **Presentation**

#### Adolescent Literacy Instruction

Dr. Kim Walters-Parker stated that recent legislation has placed an emphasis on adolescent literacy with some implications for the EPSB. Research continues to support the importance of preparing all secondary teachers with a strong understanding of adolescent literacy. Dr. Kim Walters-Parker introduced Dr. Brenda Overturf, who gave a presentation on this subject. Board discussion ensued. Dr. Walters-Parker said that this discussion will be a topic at the November retreat.

### **Information/Discussion Items**

#### Cut Score Framework

Mr. Robert Brown reported to the board that staff intends to bring to the January 2012 meeting a recommendation to change the cut score framework as follows:

- Utilize the multi-state standard setting study values as the cut score.
- If the cut score falls below the 25<sup>th</sup> percentile, increase the cut score within 2 Standard Errors of Measure to ensure legal defensibility.

Listed below are the numerous advantages to using the proposed framework, according to Mr. Brown:

1. Cut scores can be established with all new tests, eliminating the use of no cut score for the first year.
2. There would be no need for the year long transition period between the old tests and new.
3. By using the multi-state SSS values, Kentucky will have scores comparable to those of other states that participated in the studies.
4. If Kentucky is unable to participate in a multi-state SSS, EPSB staff will work with ETS to host a state-specific study for that test.

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

Mr. Brown reported on proposed changes to 16 KAR 6:010. The three main areas for proposed changes included incorporating newly developed tests and corresponding passing test scores into the regulation, adding a new *Elementary Education: Multiple Subjects* test, and adding the American Sign Language Proficiency Interview (ASLPI) as a testing requirement for the American Sign Language endorsement. These changes will be brought back to the board in January for possible final action.

#### National Board Incentive Trust Fund

Mr. Brown reported to the board on the National Board Incentive Trust Fund. Funds appropriated do not lapse at the end of a fiscal year or a biennium. The incentive trust fund can be used for the following:

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- 75% reimbursement for certification
- reimbursements to districts for substitute teachers employed to allow up to five (5) days of released time during the school year for a teacher pursuing National Board Certification
- stipend of \$200 per day for two (2) days beyond the school contract year to prepare for the certification assessments
- stipends for National Board Certified teachers who serve as mentors to other teachers within a school district

Due to budget constraints since January 2010, the EPSB has approved suspending the \$200 per day for two (2) days stipend and the substitute teacher reimbursement. In October 2010 EPSB staff informed the board of the possibility of suspending mentoring contracts due to the loss of subsidies resulting from federal budget cuts.

The EPSB has received verification that federal funds will not be available for those who enroll beginning January 2012. This results in a loss of \$525,000 for first-time candidates. The federal subsidies allowed each National Board candidate to receive \$1,250, which covered half the \$2,500 certification fee. The EPSB provides the candidate 75% of the remaining out-of-pocket expenses, resulting in a \$937.50 per candidate reimbursement. Since the subsidies will not be available for the new cohort, the 75% reimbursement will be applied to the entire fee of \$2,500, resulting in a per candidate reimbursement expense of \$1,875. In order to make a final allocation of the 75% reimbursement mandated by KRS 161.134 Section (2), EPSB needs to maintain enough money in the incentive trust fund to cover that expense. The projected rate of expenditures will deplete the incentive trust fund, resulting in a negative balance by FY 2015-2016. In order to ensure adequate funding, the EPSB staff plans to bring a recommendation in January giving the EPSB staff flexibility to limit the number of National Board candidates.

### Report of Alternative Route to Certification Proposal (Option 7)- Institute for Chinese Education, Grades P-12, University of Kentucky

In May 2010 the EPSB approved UK's request for a one-year pilot program to implement an Alternative Route to Certification Option 7 Institute for Chinese, Grades P-12. Dr. Gary Schroeder, the director of certification at UK, and Dr. Stayc DuBravac, faculty member in the College of Arts and Sciences at UK, reported to the board their experience with this one-year pilot program. The excellent cohort of teachers admitted into this program gained significant skills, and they were able to build a professional network. In the future, the university plans to submit an Option 6 program for Chinese Education.

### **Action Items**

#### EPSB Fiscal Year 2013-2014 Biennial Budget Request

#### **2011-046**

*Motion made by Mr. Strong, seconded by Ms. Williams, to authorize the deputy executive director to submit the 2013-3014 budget request to the Secretary of Education and Workforce Development and the office of the State Budget Director, as presented.*

**Vote:** *Unanimous*

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2012 Legislative Agenda

**2011-047**

*Motion made by Mr. Strong, seconded by Mr. John DeAtley, to approve the following 2012 legislative agenda:*

- \* Support the EPSB’s budget requests for FY 2012-2014*
- \* Support a FY 2012-2014 budget increase to the Kentucky Teacher Internship Program (KTIP) to secure full funding for the 12-13 and 13-14 school years*
- \* Support legislation which furthers the EPSB Mission and Goals*
- \* Oppose any attempt to dilute or modify the current authority of the EPSB*

**Vote:** *Unanimous*

**Board Comments**

There were no board comments.

**DISCIPLINARY MATTERS:  
MINUTES OF CASE REVIEW  
October 17, 2011**

*Motion made by Ms. Lorraine Williams, seconded by Ms. Sandra Sinclair-Curry, 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 Mr. Anthony Strong, seconded by Dr. Mark Wasicsko, to return to open session.*

**Vote:** *Unanimous*

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

Lorraine Williams, Tom Stull, Bradley Bielski, Cathy Gunn, Michael Dailey, John DeAtley, Anthony Strong, Allen Kennedy, Barbara Boyd, Marie McMillen, Sandra Sinclair-Curry, Ellen Blevins, and Mark Wasicsko.

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

**INITIAL CASE REVIEW**

<b><u>Case Number</u></b>	<b><u>Decision</u></b>
1106367	Defer for training
1106445	Hear
1107543	Defer for training
1107534	Defer for training
1106443	Defer for training
1106371	Dismissed

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1108579	Hear
1106441	Defer for training
1108607	Admonish
1105301	Admonish
1107532	Hear
1109679	Dismissed
1108623	Hear
1106405	Admonish ( <i>Mr. Strong recused</i> )
1105291	Hear
1106363	Dismissed
1107499	Hear ( <i>Ms. Williams recused</i> )
1106447	Hear
1106449	Hear
1106413	Hear
1107556	Hear
1107491	Dismissed ( <i>Dr. Gunn recused</i> )
1107489	Dismissed ( <i>Dr. Gunn recused</i> )
1108575	Hear
1108573	Hear
1108571	Hear
1105293	Hear
1105338	Hear
1108603	Hear
1107485	Admonish ( <i>Ms. McMillen dissented</i> )
1108583	Hear
1107547	Hear
1106439	Hear
1106469	Hear
1109667	Hear
1108654	Dismissed
1106397	Hear
1106461	Hear
1108558	Hear
1108615	Hear
1105334	Hear
1106409	Hear
1106471	Hear
1106391	Admonish
1107536	Hear
1106387	Hear
1106457	Hear
1106377	Admonish
1106401	Hear
1106399	Hear
1106383	Hear
1107526	Hear

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1107517	Hear
1106453	Hear
1106451	Hear
1107529	Hear
1103243	Hear
1106403	Hear
1106395	Hear
1108592	Hear
1106369	Admonish
1106381	Admonish
1106459	Dismissed
1106411	Hear
1105289	Hear
1106375	Admonish
1106475	Admonish
1106465	Dismissed
1105326	Hear
1106473	Admonish
1106379	Defer for training
1106477	Admonish
1107519	Hear
1107549	Defer for training
1108567	Hear ( <i>Ms. Smith recused</i> )
1106463	Admonish ( <i>Ms. Smith recused</i> )
1106389	Hear ( <i>Ms. Smith recused</i> )
1106365	Admonish ( <i>Ms. Smith recused</i> )
1011726	Hear ( <i>Ms. Smith recused</i> )
110280	Dismissed ( <i>Ms. Smith recused</i> )
1007437	Dismissed ( <i>Ms. Smith recused</i> )

### **Character/Fitness Review**

<u>Case Number</u>	<u>Decision</u>
11880	Approve
11883	Approve
11879	Approve
11887	Approve
11889	Deny
11848	Approve
11890	Approve
11901	Approve
11900	Approve
11899	Approve
11904	Defer
11903	Approve
11915	Approve

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11914	Approve
11921	Approve
11923	Approve
11908	Approve
11928	Approve
11876	Approve
11930	Approve
11893	Approve
11718	Approve
11916	Approve
11696	Approve
11938	Approve

### Agreed Orders

#### Case Number

#### Decision

06-12312 (Charles Gant)

Accept Agreed Order which states that Respondent shall not be issued any type of teaching certificate including emergency, substitute, probationary, and/or temporary provisional, until he has complied with the following conditions.

1. Respondent shall provide written evidence to the Board from a Kentucky licensed and/or certified physician and/or mental health professional, approved by the Board, that he has undergone a comprehensive assessment, including an anger management assessment, has completed any and all treatment recommendations, and is fit to return to the classroom. Any expense for this assessment and any required counseling or treatment shall be paid by Respondent.

2. Respondent shall provide written evidence to the Board that he has successfully completed twelve hours of professional development/training in effective classroom management techniques, approved by the Board and at his own expense.

Should Respondent fail to satisfy either of these conditions, the Office of Certification shall deny any application for certification submitted by Gant or on his behalf.

**Vote:** *Unanimous*

08121216 (John Hodges)

Accept Agreed Order admonishing Respondent for failing to appropriately manage student behavior in his classroom. While the Board understands that educators in alternative school environments face particularly challenging and often extremely difficult students, each educator must strive to deescalate problem situations and follow administrative

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directives to rely on security when necessary.

Respondent has provided documentation to the Board that, in December 2010, he successfully completed a university class on managing classroom behavior. On August 7, 2011, Respondent submitted written proof that he completed a 24 hour anger management and counseling work shop, approved by the Board and at his own expense. Upon entry of this Order, Certificate/EPSB ID. No. 200149999 shall be subject to the following probationary condition for the remainder of the 2010/2011 and the entirety of the 2011/2012 school years. During that time, Respondent shall not be disciplined by any school district for use of excessive force with a student in violation of KRS 161.120 and/or 16 KAR 1:020. Discipline shall be defined as a reprimand, admonishment, suspension, or termination upheld by either the tribunal or arbitration process, if requested. If Respondent violates this condition, the Board shall automatically suspend Certificate/EPSB ID. No. 200149999 for a period of two years and may seek additional sanctions pursuant to KRS 161.120.

**Vote:** *Unanimous*

1103198 (Darrell Estes)

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

**Vote:** *Unanimous*

1103178 (Jennifer Grossman) Accept Agreed Order in which Respondent agrees to voluntarily surrender his certificate. Respondent shall neither apply for, nor be issued, a teaching and/or administrative certificate in the Commonwealth of Kentucky at any time in the future. Respondent shall surrender the original certificate and all copies of his certificate to the EPSB, by delivering or mailing them to 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.

**Vote:** *Unanimous (Mr. Stull recused)*

11608 (Lisa Mullins)

Accept Agreed Order which states that upon acceptance of this agreement by the Board, Respondent shall be issued a Kentucky teaching certificate upon providing proof that she

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has met the academic and testing requirements necessary for issuance of a certificate; however, any and all certificates issued to Respondent by the Board shall be subject to the following probationary conditions:

1. Within six (6) months of acceptance of this agreement by the Board, Respondent shall submit written proof to the Board that she has completed twelve (12) hours of professional ethics training, as approved by the Board. Any expense required for said training shall be paid by Respondent. Failure to comply with this condition will result in Respondent's certificate being automatically suspended until Respondent is in compliance.

2. Respondent shall not be convicted of nor enter a guilty or no contest plea to any criminal charge(s) other than minor traffic violations. A violation is not considered a minor traffic violation if it is a violation for which jail time may be imposed. If Respondent is convicted of, or enters a guilty or no contest plea, to any criminal charge other than minor traffic violations, she shall submit this information to the Board, in writing, within thirty (30) days. Failure to comply with this condition will result in Respondent's certificate being automatically suspended for ninety (90) days and subject to further action by the Board.

3. Respondent shall submit a copy of her current criminal record, as prepared by the Kentucky State Police, with any application for renewal of her certification(s) and/or for additional certification(s). Any expense required to satisfy this condition shall be paid by Respondent. Failure to comply with this condition will result in the denial of all applications for renewal and/or additional certification(s) submitted by Respondent or on her behalf.

Respondent is aware that should she violate KRS 161.120 during this permanent probationary period, the Board shall initiate a new disciplinary action and seek additional sanctions.

**Vote:** *Unanimous*

11609 (Gregory Tichenor)

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

Within six (6) months of issuance of any teaching certificate to Respondent, Respondent shall undergo a comprehensive substance abuse assessment by a Kentucky

licensed and/or certified chemical dependency counselor, as approved by the Board, and shall provide written evidence to the Board that he has complied with the assessment process and has successfully completed any and all treatment recommendations. If Respondent is unable to complete all treatment recommendations within six (6) months of issuance, Respondent shall continue to provide quarterly written progress reports from his chemical dependency counselor until such time as the counselor releases him from further treatment. Any expense for the assessment, treatment and/or written reports shall be paid by Respondent. Failure to comply with this condition will result in Respondent's certificate being automatically suspended until Respondent is in compliance.

In order to maintain or obtain any certificate in the future, Respondent shall comply with the following:

1. Respondent shall not be convicted of nor enter a guilty or no contest plea to any felony charge(s) or to any misdemeanor charge(s) involving children, firearms, drugs, and/or alcohol. Failure to comply with this condition will result in Respondent's certificate being automatically suspended for further action by the Board. Respondent is aware that should he be convicted of or enter a guilty or no contest plea to any other criminal charge(s) in violation of KRS 161.120, the Board shall initiate disciplinary action and seek additional sanctions.
2. Respondent shall submit current national and state criminal background reports to the Board with all future applications for certification. Any expense for the background reports shall be paid by Respondent. Failure to comply with this condition will result in the denial of all future applications for certification submitted by Respondent or on his behalf.

Respondent is aware that should he violate any provision of KRS 161.120, the Board shall initiate disciplinary action and seek additional sanctions.

**Vote:** *Unanimous*

### **Evaluation of the Executive Director Committee**

The Evaluation of the Executive Director Committee chair, Mark Wasicsko, reported to the board that the results from staff and board members on the evaluation of Dr. Rogers were very positive. The board then discussed targets for the next year for Dr. Rogers. Chair Cathy Gunn will outline those targets in a letter to Dr. Rogers.

### **2011-048**

*Motion made by Mr. DeAtley, seconded by Ms. Ellen Blevins, that the EPSB's chair and vice chair will negotiate with the executive director regarding his contract. It is the board's desire to*

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*extend Dr. Rogers' contract another four years. Dr. Rogers requested that the provision to allow for the executive director to use a fully equipped state vehicle be taken out of the contract.*

**Vote:** *Unanimous*

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

**Vote:** *Unanimous*

Meeting adjourned at 4:00 p.m.

Next Meeting:        January 9, 2012  
                              9:00 AM  
                              EPSB Board Room  
                              Frankfort, Kentucky

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Consent Item B**

**Action Item**

EPSB staff requests approval to authorize the executive director to enter into contracts to conduct normal business operations.

**Applicable Statutes and Regulation**

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

**Applicable Goal**

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

**Issue**

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

**Background**

KRS 161.028 (1) (v) authorizes the EPSB to enter into contracts and KRS 161.017 (3) stipulates that with board approval the executive director may enter into agreements "...to enlist assistance to implement the duties and responsibilities of the board."

EPSB staff requests approval to begin the procurement process and enter into the following proposed contracts. These contracts are issued for a two-year period coinciding with the biennial budget period.

<b>Contract Position</b>	<b>Contract Period</b>	<b>Must be competitively bid?</b>	<b>Type of entity</b>	<b>Estimated 2 yr Contract Amt.</b>
3 – Lawyers / Legal	July 2012 – June 2014	Yes	Individual and/or law firm	\$156,500.00
2 – Investigators / Legal	July 2012 – June 2014	Yes	Individual	\$136,000.00
2 – Program Assistants / EP	July 2012 – June 2014	Yes	Individual	\$140,000.00
1 – Education Consultant / EP	July 2012 – June 2014	No (Not Feasible to Bid)	Organization	\$20,000.00
1 – Project Specialist/Exec. Off	July 2012 – June 2014	Yes	Individual	\$74,000.00

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<b>Contract Position</b>	<b>Contract Period</b>	<b>Must be competitively bid?</b>	<b>Type of entity</b>	<b>Estimated 2 yr Contract Amt.</b>
1 – Researcher/Exec. Office	July 2012 – June 2014	No (University Contract)	University	\$54,500.00
Contract total for two years:				\$581,000.00

- Impact on budget: The awarding of these contracts will be contingent upon funding that the EPSB receives as a result of the approved state budget during the 2012 legislative session
- Singular vs. continuing service: Continuing Service

### **Alternative Actions**

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

### **Staff Recommendation**

Alternative 1

### **Rationale**

These contracts are consistent with current operations and will be necessary to continue program services in the areas that they support.

### **Contact Person:**

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

### **Date:**

January 9, 2011

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Consent Item C**

**Action Item:**

Lindsey Wilson College: Integrated Music, 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?

**LINDSEY WILSON COLLEGE**

**6.0 CERTIFICATES FOR ALL GRADE LEVELS**

Integrated Music (Bachelor's Level)

**Background:**

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

**Groups/Persons Consulted:**

Content Area Review Committee  
Reading Committee

**Alternative Actions:**

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

**Recommendation:**

Alternative 1

**Rationale:**

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

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**Contact Person:**

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

**Date:**

January 9, 2012

*Teacher as Leader for the 21st Century*

**Lindsey Wilson College Executive Summary**

**Integrated Music Education (P-12)**

The Integrated Music Education (P-12) program is designed to prepare teachers who possess strong depth of content knowledge in music, mastery of instructional design / assessment practices, and the professional dispositions to positively impact student learning. The preparation program implements the unit theme, *Teacher as Leader for the 21st Century*, by preparing candidates to assume leadership roles within the classroom / school / community, and equipping them to meet the instructional demands of the 21st century. All course work and field / clinical experiences in the 128 hour major are aligned with the Kentucky Teacher Standards.

***Continuous Assessment***

Candidates in the Integrated Music Education (P-12) program are assessed according to the Unit's continuous assessment system. At entry to the program (Stage 1), candidates demonstrate entry level proficiency in content knowledge, dispositions, and pedagogy (KTS 1, 2, 3, 7, & 9). At Stage 2, entry to student teaching, candidates are assessed through course work, field experience, and the Teacher Performance Assessment demonstrating meeting all Kentucky Teacher Standards and eligibility to enter clinical experience. Exit from the program following the student teaching clinical experience (Stage 3) demonstrates candidate mastery of KTS 1-10 through authentic assessment of performance by LWC and public school faculty. Data from Unit assessments and KTIP data upon employment provide information for program growth and refinement.

***Unique Features of the Program***

Candidates in the Integrated Music Education (P-12) program take courses from the Professional Education Core (15 hours), and the Professional Preparation Courses (19 hours). The 51 hours Music Education Requirements was designed collaboratively with the Music Department to ensure a depth of knowledge and expertise in music. The field experience component of all education courses totals 110 hours. In addition, a Clinical Practice Practicum of 90 hours is required of all majors in a diverse school setting. While course work is in a traditional classroom setting, the use of Blackboard allows faculty and students to extend contact time and employ virtual platforms for learning.

***Rationale for Program Implementation***

Arts and humanities education is an essential part of the curriculum in Kentucky schools. Preparing Integrated Music Education (P-12) candidates to effectively incorporate the knowledge, skills, and dispositions to implement a strong music curriculum is a priority for the LWC Education Unit. The Integrated Music P-12 program prepares teacher candidates to integrate music education based on the Kentucky Core Academic Standards with the humanities curriculum.

***Mode of Delivery***

All course work in the Integrated Music Education (P-12) program is completed on the Columbia campus through face-to-face course instruction. Instructors incorporate technology and use Blackboard as a platform for any on-line delivery in the program.



## 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 D**

**Action Item:**

University of Louisville: Gifted Endorsement, Grades P-12 (Advanced 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?

**UNIVERSITY OF LOUISVILLE**

**8.0 ENDORSEMENTS**

Gifted (Advanced Level)

**Background:**

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

**Groups/Persons Consulted:**

Content Area Review Committee  
Reading Committee

**Alternative Actions:**

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

**Recommendation:**

Alternative 1

**Rationale:**

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

## Agenda Book

**Contact Person:**

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Division of Educator Preparation  
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**Date:**

January 9, 2012

## **Executive Summary, Gifted Endorsement, University of Louisville**

**Theme of the Unit:** The CEHD conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse educator preparation programs and includes three constructs: Inquiry, Action, and Advocacy.

**Brief Description of the Continuous Assessment Plan:** The College's Continuous Assessment Record and Documentation System (CARDS 4, 5, 6) monitors candidates in advanced educator programs at admission, midpoint, and exit. Candidates submit standards-based required course work electronically through LiveText. The system facilitates the collection of data on qualifications, graduate performance, and unit operations to evaluate and improve the unit and its programs. Candidate aggregate data is reviewed and reported through the annual Student Learning Outcomes (SLO) report. The Assessment System relates specifically to the Gifted Endorsement program through the program's course development and sequence specifically aligned with the National Association of Gifted Education (NAGE), and the Council of Exceptional Children (CEC) standards, standards. Program Hallmark Assessment Tasks (HAT) are key assessments mapped to support experiences and opportunities that exhibit candidates' ability to develop, plan and implement social and curricular needs for persons identified in one or more of the areas of giftedness. Each course's HAT is included in its syllabus, along with a crosswalk to indicate standards alignment with state and local diversity standards. Advanced program admission is based on university graduate requirements along with additional program requirements (a suggested minimum cumulative GPA of 2.75, suggested GRE score of 800 [combined V+Q], a letter of intent, two letters of recommendation, and other criteria described in CARDS 4). Exit requirements include a GPA of 3.0, a degree check, a dispositions assessment, and other criteria as described in CARDS 6.

**Unique Features of the Program Including Mode(s) of Delivery:** Advanced programs are for teachers who hold one or more teacher certifications and want to earn a master's degree, Rank 1 or additional teaching endorsements. The Gifted and Talented program is research-based and focuses on best instructional practices. The program enhances candidates' knowledge, skills and dispositions as teachers with a specific expertise and strengthens their capacity to work in diverse settings as teachers, counselors or administrators. Emphasis is on teachers demonstrating current content and pedagogical knowledge, studying and learning from their practice, diagnosing student learning needs, analyzing instruction, meeting relevant Kentucky standards and Specialty Professional Area (SPA) NAGE-CEC standards for teachers, and developing as professional leaders. Courses in the program are offered as face-to-face, distance education, and hybrid courses that combine face-to face instruction and online course work. Students may be enrolled full- or part-time. Courses are available during times convenient for practitioners, including evenings and summer.

**Rationale for the Implementation of the Program:** The Gifted and Talented endorsement program will provide continued professional education for teachers employed in the Jefferson County Public Schools (JCPS) and the Ohio Valley Educational Cooperative (OVEC) of 13 counties surrounding metropolitan Louisville. Candidates in this program will benefit from a graduate school that has been nationally ranked in *U.S. News and World Report's* Top 100 for six consecutive years. They will also have the opportunity to enhance their graduate work by participating in several CEHD Centers, the Kentucky Reading Project, the Louisville Writing Project, and the Kentucky Autism Center. With the need for effective classroom differentiation, it is critical to support and challenge advanced learners identified as Gifted and Talented. The program prepares candidates to fulfill the Praxis exam requirement upon completion of the program, should their teaching assignment deem essential to meet the highly qualified status for serving students in any areas of giftedness.



## 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**

**Information/Discussion Item A**

**Information Item:**

Meeting Policy, Notice of Intent

**Applicable Statutes and Regulation:**

KRS 161.028

**Applicable Goal:**

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

**Background:**

At the November EPSB fall retreat, the board asked staff to develop a meeting policy specifying that board meeting materials will be made available to the board in an electronic format, and hard copies of the board meeting materials will be made available upon a board member's request. The attached proposed policy for initial board review includes information on when the meeting materials should be made available to board members and the public as well as the protocol for the use of agency laptops by board members.

**Contact Person:**

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

**Date:**

January 9, 2012



**Education Professional Standards Board**

**MEETING  
POLICY**

In accordance with KRS 61.820, the Education Professional Standards Board shall adopt and publish a schedule for regular meetings at its last regularly scheduled meeting for the fiscal year. The agenda shall be electronically available to the public 5 days prior to the meeting date.

The agenda book, misconduct docket, and all relevant support materials for each meeting shall be made electronically available to the board ten (10) days prior to the meeting date. Additional review materials including a disciplinary docket addendum may be supplied electronically to the board four (4) days prior to the meeting.

A board member who wishes to receive all or part of of the meeting materials in a paper format shall make a written request to the executive director.

At the discretion of the executive director, additional materials may be provided to the board on the day of the meeting.

A board member who does not have access to a home computer may request an agency laptop for use to prepare for meetings. If a board member uses an agency laptop, the board member shall be subject to the agency's acceptable use policy.

Board members are responsible for maintaining the confidentiality of any board materials provided to them.



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Information/Discussion Item B**

**Information Item:**

A report on the year-to-date financial performance of the agency's programs and operations through December 31, 2011

**Applicable Statutes and Regulation:**

KRS 161.017 (1) (c)

**Applicable Goal:**

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

**Background:**

The state fiscal year begins July 1 and ends June 30. This mid-year report of expenditures through December 31, 2011, will be placed on the EPSB secure website as soon as it is completed after January 1, 2012, but prior to the board meeting on January 9, 2012.

**Groups/Persons Consulted:**

None – All information was produced from information maintained in the eMARS financial system and analysis by Gary Freeland.

**Contact Person:**

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(502) 564-4606  
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**Date:**

January 9, 2012



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Information/Discussion Item C**

**Information Item:**

16 KAR 4:030. Out-of-state preparation. Notice of Intent

**Applicable Statutes:**

KRS 161.020, 161.028, and 161.030

**Applicable Goal:**

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

**Background:**

At its November retreat, the Board discussed the inequity which will occur among Kentucky administrative candidates in the future in light of the closure of all Master's degree level principal preparation programs in the Commonwealth. The Board discussed that the post-Master's certification requirement to obtain a beginning Kentucky principal statement of eligibility means that similar program requirements must apply to those who prepared in these certification areas via out-of-state programs. The Board asked EPSB staff to bring forward regulatory changes to address this situation.

The changes proposed in this regulation would maintain the equity between candidates educated in Kentucky and those educated out of state by requiring the same type of preparation program for both. These changes would prevent a Kentucky teacher from obtaining a Master's level principal certificate in a surrounding state and then presenting that certificate to the EPSB for a similar Kentucky certificate, thus gaining as much as a five-year employment advantage over those candidates who prepared at a Kentucky institution.

The regulation also provides clarification of the criteria used by the EPSB when evaluating teacher certification candidates who prepared out of state. The changes reflect the longstanding practice of accepting only those out-of-state certificates gained by teachers who have completed preparation programs similar in nature to those offered in Kentucky and of not accepting out-of-state teaching certificates gained by merely passing an assessment.

The proposed regulation presented for the Board's consideration at this time will be placed on the March agenda for possible final action.

**Contact Person:**

Mr. Michael C. Carr, Director  
Division of Certification  
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E-mail: mike.carr@ky.gov

**Date:**

January 9, 2012



1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(Amendment)**

3 **16 KAR 4:030. Out-of-state preparation.**

4 RELATES TO: KRS 161.020, 161.028, 161.030, 161.124, 161.126

5 STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require  
7 that a teacher and other professional school personnel hold a certificate of legal qualifications for  
8 the respective position to be issued upon completion of a program of preparation prescribed by  
9 the Education Professional Standards Board. KRS 161.028 requires the Education Professional  
10 Standards Board to establish the standards for obtaining and maintaining a teaching certificate.  
11 KRS 161.124 enacts into law the Interstate Agreement on Qualifications of Educational  
12 Personnel. KRS 161.126 designates the Executive Director of the Education Professional  
13 Standards Board as the state official responsible for signing contracts under this agreement. This  
14 administrative regulation establishes the certification provisions for applicants with out-of-state  
15 preparation.

16 Section 1. (1) An applicant for Kentucky teacher or administrative certification whose  
17 professional preparation was completed at an educator preparation [a teacher education]  
18 institution located outside the Commonwealth of Kentucky shall have completed a program of  
19 preparation and the curriculum requirements approved by the responsible state education agency  
20 for teacher or administrative certification.

21 Section 2: Teacher Certification. (1) An applicant for Kentucky teacher certification  
22 whose professional preparation was completed at an educator preparation institution located

1 outside the Commonwealth of Kentucky ~~[(2) An out of state applicant who meets the~~  
2 ~~requirements of subsection (1) of this section]~~ shall:

3 (a) Possess a teacher license or certificate equivalent to the Kentucky statement of  
4 eligibility from the state, territory, or province where the applicant completed his or her  
5 preparation program;

6 (b) Satisfy the degree, academic preparation, and grade point requirements in 16 KAR  
7 2:010;

8 (c) Provide evidence that the out-of-state license or certificate was obtained by  
9 completion of an approved educator preparation program and not based on the completion of a  
10 written or verbal assessment; and

11 (d) Follow the procedures for certificate application established in 16 KAR 2:010.

12 (2) An applicant for Kentucky teacher certification whose professional preparation was  
13 completed at an educator preparation institution located outside the Commonwealth of Kentucky  
14 who meets the requirements of Section 1 and subsection (1) of this section shall be issued a  
15 Kentucky teaching certificate or statement of eligibility established in 16 KAR 2:010 at the grade  
16 range and content area corresponding to the out-of-state preparation.

17 ~~[(3) An out of state applicant shall follow the procedures for application established in 16~~  
18 ~~KAR 2:010.]~~

19 Section 2. Administrative Certification. (1) An applicant for Kentucky administrative  
20 certification whose professional preparation was completed at an educator preparation institution  
21 located outside the Commonwealth of Kentucky shall:

Agenda Book

1 (a) Possess an administrative license or certificate equivalent to the Kentucky  
2 corresponding statement of eligibility or administrative certificate from the state, territory, or  
3 province where the applicant completed his or her preparation program;

4 (b) Satisfy the degree, academic preparation, and grade point requirements for the  
5 administrative certificate in 16 KAR Chapter 3;

6 (c) Provide evidence that the out-of-state license or certificate was obtained by  
7 completion of an approved educator preparation program consisting of a minimum of thirty (30)  
8 post Masters' graduate-level hours in school administration; and

9 (d) Follow the procedures for certificate application established in 16 KAR Chapter 3.

10 (2) An applicant for Kentucky administrative certification whose professional preparation  
11 was completed at an educator preparation institution located outside the Commonwealth of  
12 Kentucky who meets the requirements of Section 1 and subsection (1) of this section shall be  
13 issued a Kentucky administrative certificate or statement of eligibility established in 16 KAR  
14 Chapter 3 corresponding to the out-of-state preparation.

15 (3) An applicant for Kentucky principal certification who was admitted to a principal  
16 preparation program located outside the Commonwealth of Kentucky prior to January 1, 2012  
17 and who completes the program prior to January 31, 2014 shall be exempt from subsection (1)(c)  
18 of this section.

19 Section 4: (1) An out-of-state applicant shall be subject to the testing and internship  
20 requirements of KRS Chapter 161 [161.030] and implementing administrative regulations of the  
21 Education Professional Standard Board in KAR Title 16.

22 (2) An out-of-state applicant shall be subject to the certificate issuance, recency, reissuance,  
23 renewal, and rank change provisions of KRS Chapter 161 and KAR Title 16.



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item A**

**Action Item:**

16 KAR 6:010. Cut Score Framework for Written Examination Prerequisites for Educator Certification

**Applicable Statutes and Regulation:**

KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

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

**Issue:**

Should the EPSB approve the new cut score framework for all written examination requirements for educator certification?

**Background:**

On October 22, 2007, the Education Professional Standards Board (EPSB) 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 (SSS). The current *Cut Score Framework* establishes the following parameters for cut scores:

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

In light of recent discussions regarding educator quality, the EPSB in March 2011 approved the charter for the Committee to Review Cut Scores for Assessments (CRCSA). The committee met twice to discuss the feasibility of changing the cut scores. Educational Testing Service (ETS) staff members provided an overview of how cut scores are established. They commented that using the SSS values as the cut score provided legal defensibility for the scores.

Since Kentucky teacher educators and classroom teachers have participated in all multi-state SSS for Kentucky certification tests, the recommendation was made to use the multi-state SSS cut scores if they equate to the 25<sup>th</sup> percentile. If the cut scores are below the 25<sup>th</sup> percentile, the scores could be raised.

If a score falls below the 25<sup>th</sup> percentile, the cut score could be increased within two standard errors of measure (SEM) of the established score. This allows EPSB staff members flexibility to recommend a higher cut score while maintaining legal defensibility. EPSB staff recommends changing the Cut Score Framework as follows:

- Utilize the multi-state standard setting study values as the cut score
- If the cut score falls below the 25<sup>th</sup> percentile, increase the cut score within 2 SEM to ensure legal defensibility.

**Alternative Actions:**

1. Approve the proposed cut score framework.
2. Do not approve the proposed cut score framework.

**Staff Recommendation:**

Alternative 1

**Rationale:**

There are numerous advantages to using the proposed framework:

1. Cut scores can be established with all new tests, eliminating the use of no cut score for the first year.
2. There would be no need for the year long transition period between the old tests and new.
3. By using the multi-state SSS values, Kentucky will have scores comparable to other states that participated in the studies.
4. If Kentucky is unable to participate in a multi-state SSS, EPSB staff will work with ETS to host a state-specific study for that test.

**Contact Person:**

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**Date:**

January 9, 2012

**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item B**

**Action Item:**

16 KAR 6:010. Written Examination Prerequisites for Teacher Certification

**Applicable Statutes and Regulation:**

KRS 161.030  
16 KAR 6:010

**Applicable Goal:**

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

**Issue:**

Should the EPSB approve amendments to 16 KAR 6:010, Written Examination Requirements for Teacher Certification effective September 1, 2012?

**Background:**

**Newly Developed Tests and Corresponding Passing Scores**

Throughout the summers of 2010 and 2011, Kentucky teachers and higher education faculty have participated in multi-state Standard Setting Studies (SSS) conducted by the Educational Testing Service (ETS) for multiple assessments. EPSB staff recommends the multi-state SSS's cut scores identified in the table below to become effective September 1, 2012. The bulleted points below highlight some changes:

- The *Principles of Learning and Teaching Tests (0522)*, *(0523)*, and *(0524)* have been revised to include a change in the ratio of multiple-choice and constructed-response questions.
- ETS hosted a webinar to obtain feedback from currently practicing teachers, higher education faculty, and EPSB staff regarding the development of several constructed response and multiple choice combination tests. The proposal from ETS to combine the currently required tests resulted in the development of new tests for English, art, and social studies.
- ETS developed the new *Praxis Reading Specialist (0301)* test. This test is an updated version of the current *Reading Specialist test (0300)*.
- The *Technology Education (0050)* utilized the older National Teacher Exam (NTE) scaled scores. The new *Technology Education (0051)* replaces this test and includes a new category that addresses technological design and problem solving.

<b>Current Requirements</b>	<b>Proposed Requirements</b>	<b>Recommended Cut Score</b>
	<b>Elementary (Grades P-5)</b>	

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<b>Secondary (Grades 8-12)</b>		
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<i>Technology Education (0050)</i>	<i>Technology Education (0051)</i>	159

### **New Elementary Education: Multiple Subjects Test**

In July of 2011, Kentucky teachers and teacher educators participated in a multi-state SSS for the newly developed *Praxis Elementary Education Multiple Subjects (5031)* test. A total of 15 states and Washington D.C. participated in this study. This new test comprises four, separately timed subtests measuring the core content areas: *Reading/Language Arts (5032)*, *Mathematics (5033)*, *Social Studies (5034)*, and *Science (5035)*.

To pass the *Praxis Elementary Education Multiple Subjects (5031)* test, a candidate must meet or exceed the passing score established for each subtest. If a candidate is unsuccessful on any subtest, that subtest may be retaken.

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EPSB staff recommends the multi-state SSS study value for the subtests as the cut scores beginning Sept 1, 2012. In addition to the required PLT, the following chart represents the requirements for each subtest.

<b>Current Requirement</b>	<b>Proposed Requirement</b>	<b>Recommended Cut Score</b>
Elementary Education:	Elementary Education:	
Content Knowledge (0014)	Multi-Subjects Test (5031)	
	Reading/Language Arts (5032)	165
	Mathematics (5033)	164
	Social Studies (5034)	155
	Science (5035)	159

### **American Sign Language Endorsement (ASL)**

In October 2009 the EPSB adopted an American Sign Language endorsement. This endorsement provides a teacher with credentials to teach American Sign Language, allowing students to receive credit for a foreign language. A review panel convened in June 2011 to review the *American Sign Language Proficiency Interview (ASLPI)* administered by the Gallaudet University. This test is a holistic language evaluation used to determine global ASL proficiency at a given point in time.

Examinees receive an overall proficiency level, which ranges from no functional language to native-like skills on a 0 -5 rating scale. Plus (+) levels are also awarded, which indicates the examinee exceeds the requirements for a particular level but does not satisfy all the requirements of the next higher level.

Based on their review, EPSB staff recommends using the ASLPI for the American Sign Language Endorsement with a qualifying level of performance of 3+ based on the five (5) levels of the ASLPI Functional Descriptions to be effective September 1, 2012.

### **Alternative Actions:**

1. Approve the proposed amendments to 16 KAR 6:010.
2. Do not approve the proposed amendments to 16 KAR 6:010.

### **Staff Recommendation:**

Alternative 1

### **Rationale:**

Implementing these assessments will provide an appropriate assessment for individuals seeking the respective certificates. Use of the multi-state standard setting study values provides comparable scores to other states which participated in the studies.

### **Contact Person:**

Mr. Robert Brown  
Division of Professional Learning and Assessment

Agenda Book

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E-mail: robertl.brown@ky.gov

**Date:**

January 9, 2012

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**  
2 **(Amendment)**

3 **16 KAR 6:010. Examination prerequisites for teacher certification.**

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

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

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

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

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

17 (1) An applicant for Interdisciplinary Early Childhood Education certification (birth to  
18 primary) shall take "Interdisciplinary Early Childhood Education (0023)" with a passing score of  
19 166.

20 (2) (a) Until August 31, 2012, an applicant for Elementary certification (grades P-5) shall  
21 take "Elementary Education: Content Knowledge (0014)" with a passing score of 148; or

22 (b) Beginning September 1, 2012, an applicant for Elementary certification (grades P-5)  
23 shall take "Elementary Education: Multi-Subjects Test (5031)" with the following passing scores  
24 on the corresponding test sections:

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1 1. “Reading and Language Arts (5032)” – 165;

2 2. “Mathematics (5033)” – 164;

3 3. “Social Studies (5034)” – 155; and

4 4. “Science (5035)” – 159.

5 (3) An applicant for certification at the middle school level (grades five (5) through nine  
6 (9)) shall take the content test or tests based on the applicant’s content area or areas with the  
7 corresponding passing scores as identified in this subsection:

8 (a) Middle School English and Communications: "Middle School English Language Arts  
9 (0049)" - 158;

10 (b) Middle School Mathematics: "Middle School Mathematics (0069)" - 148;

11 (c) Middle School Science: "Middle School Science (0439)" - 144; or

12 (d) Middle School Social Studies: "Middle School Social Studies (0089)" - 149.

13 (4) An applicant for certification at the secondary level (grades eight (8) through twelve  
14 (12)) shall take the content test or tests corresponding to the applicant's content area or areas with  
15 the passing scores identified in this subsection:

16 (a) Biology: "Biology: Content Knowledge (0235)" - 146;

17 (b) Chemistry: "Chemistry: Content Knowledge (0245)" - 147;

18 (c) Earth Science: "Earth and Space Sciences: Content Knowledge (0571)" - 147;

19 (d) English:

20 1. Until August 31, 2012,

21 a. "English Language, Literature and Composition: Content Knowledge (0041)" - 160;

22 and

23 b. [2-] "English Language, Literature and Composition Essays (0042)" - 155; or

1 2. Beginning September 1, 2012, “English Language, Literature and Composition:  
2 Content and Analysis (0044)” – 166;

3 (e) Mathematics:

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

5 2. "Mathematics: Proofs, Models and Problems, Part 1 (0063)" - 141;

6 (f) Physics: "Physics: Content Knowledge (0265)" - 133; or

7 (g) Social Studies:

8 1. Until August 31, 2012,

9 a. "Social Studies: Content Knowledge (0081)" - 151; and

10 b. ~~[2.]~~ "Social Studies: Interpretation of Materials (0083)" – 159; and

11 2. Beginning September 1, 2012, “Social Studies: Content and Interpretation (0086)” –  
12 153.

13 (5) An applicant for certification in all grades shall take the content test or tests  
14 corresponding to the applicant's area or areas of specialization identified in this subsection, and,  
15 if a passing score is established in this subsection, the applicant shall achieve the passing score or  
16 higher:

17 (a) Art:

18 1. Until August 31, 2012,

19 a. "Art: Content Knowledge (0133)" - 158; and

20 b. ~~[2.]~~ "Art Making (0131)" - 154; or

21 2. Beginning September 1, 2012, “Art: Content and Analysis (0135)” – 161;

22 (b) French:

23 ~~[1. Until August 31, 2011, "French: World Language (5174)" – no passing score; or~~

24 ~~2. Beginning September 1, 2011,]~~ "French: World Language (5174)" - 162;

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1 (c) German:

2 [~~1. Until August 31, 2011, "German: World Language (5183)" - no passing score; or~~

3 ~~2. Beginning September 1, 2011,]~~ "German: World Language (5183)" - 163;

4 (d) Health: "Health Education (0550)" - 630;

5 (e) Health and Physical Education:

6 1.[~~a. Until August 31, 2011, "Health and Physical Education: Content Knowledge~~  
7 ~~(0856)" - no passing score; or~~

8 ~~b. Beginning September 1, 2011,]~~ "Health and Physical Education: Content Knowledge  
9 (0856)" - 156; and

10 2. "Physical Education: Movement Forms - Analysis and Design (0092)" - 151;

11 (f) Integrated Music:

12 1. "Music: Content Knowledge (0113)" - 154; and

13 2. "Music: Concepts and Processes (0111)" - 145;

14 (g) Instrumental Music:

15 1. "Music: Content Knowledge (0113)" - 154; and

16 2. "Music: Concepts and Processes (0111)" - 145;

17 (h) Vocal Music:

18 1. "Music: Content Knowledge (0113)" - 154; and

19 2. "Music: Concepts and Processes (0111)" - 145;

20 (i) Latin: "Latin (0600)" - 700;

21 (j) Physical Education:

22 1.a. Until August 31, 2012, "Physical Education: Content Knowledge (0091)" - 147; and

23 b. "Physical Education: Movement Forms-Analysis and Design (0092)" - 151; or

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1 2. Beginning September 1, 2011, "Physical Education: Content and Design (0095)" - 169;

2 (k) School Media Librarian: "Library Media Specialist (0311)" - 156;

3 (l) School Psychologist: "School Psychologist (0401)" - 161; or

4 (m) Spanish:

5 [~~1. Until August 31, 2011, "Spanish: World Language (5195)" - no passing score; or~~

6 ~~2. Beginning September 1, 2011,~~] "Spanish: World Language (5195)" - 168.

7 (6) Except as provided in subsection (7) of this section, an applicant for certification for  
8 teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders,  
9 Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and  
10 Severe Disabilities shall take the content test or tests based on the applicant's area or areas of  
11 specialization with the corresponding passing scores as identified in this subsection:

12 (a) Communication Disorders:

13 1.a. Until August 31, 2012, "Education of Exceptional Students: Core Content  
14 Knowledge (0353)" - 157; or

15 b. Beginning September 1, 2011, "Special Education: Core Content Knowledge and  
16 Applications (0354)" - 151; and

17 2. "Speech-Language Pathology (0330)" - 600;

18 (b) Hearing Impaired:

19 1.a. Until August 31, 2012, "Education of Exceptional Students: Core Content  
20 Knowledge (0353)" - 157; or

21 b. Beginning September 1, 2011, "Special Education: Core Knowledge and Applications  
22 (0354)" - 151;

23 2. "Education of Deaf and Hard of Hearing Students (0271)" - 167;

## Agenda Book

- 1 (c) Hearing Impaired With Sign Proficiency:
- 2 1.a. Until August 31, 2012, "Education of Exceptional Students: Core Content
- 3 Knowledge (0353)" - 157; or
- 4 b. Beginning September 1, 2011, "Special Education: Core Knowledge and Applications
- 5 (0354) - 151;
- 6 2. "Education of Deaf and Hard of Hearing Students (0271)" - 167; and
- 7 3. One (1) of the following tests with a passing score of Intermediate Level:
- 8 a. "Sign Communication Proficiency Interview (SCPI)"; or
- 9 b. "Educational Sign Skills Evaluation (ESSE)";
- 10 (d) Learning and Behavior Disorders:
- 11 1. Until August 31, 2012:
- 12 a. "Education of Exceptional Students: Core Content Knowledge (0353)" - 157; and
- 13 b. "Education of Exceptional Students: Mild to Moderate Disabilities (0542)" - 172; or
- 14 2. Beginning September 1, 2011, "Special Education: Core Knowledge and Mild to
- 15 Moderate Applications (0543)" - 158;
- 16 (e) Moderate and Severe Disabilities:
- 17 1. Until August 31, 2012:
- 18 a. "Education of Exceptional Students: Core Content Knowledge (0353)" - 157; and
- 19 b. "Education of Exceptional Students: Severe to Profound Disabilities (0544)" - 156; or
- 20 2. Beginning September 1, 2011, "Special Education: Core Knowledge of Mild to
- 21 Moderate Applications (0543)" - 158; or
- 22 (f) Visually Impaired:

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1 1.a. Until August 31, 2012, "Education of Exceptional Students: Core Content  
2 Knowledge (0353)" - 157; or

3 b. Beginning September 1, 2011, "Special Education: Core Knowledge and Applications  
4 (0354)" - 151; and

5 2. "Teaching Students with Visual Impairments (0281)" - 161.

6 (7) A holder of an exceptional child certificate in Learning and Behavior Disorders or  
7 Moderate and Severe Disabilities who is seeking additional certification for any exceptional  
8 children teaching certificate listed in subsection (6) of this section shall not be required to take  
9 "Education of Exceptional Students: Core Content Knowledge (0353)" or "Special Education:  
10 Core Knowledge and Applications (0354)".

11 (8)(a) Except as provided in paragraph (b) of this subsection, an applicant for Career and  
12 Technical Education certification to teach in grades five (5) - twelve (12) shall take the content  
13 test or tests corresponding to the applicant's area or areas of specialization identified in this  
14 paragraph, and, if a passing score is established in this paragraph, the applicant shall achieve the  
15 passing score or higher:

16 1. Agriculture: "Agriculture (0700)" - 520;

17 2. Business and Marketing Education:

18 [~~a. Until August 31, 2011, "Business Education (0101)" - no passing score; or~~

19 ~~— b. Beginning September 1, 2011,] "Business Education (0101)" - 154;~~

20 3. Family and Consumer Science: "Family and Consumer Sciences (0121)" - 162; or

21 4. Engineering and Technology Education:

22 a. Until August 31, 2012, "Technology Education (0050)" - 600, or

23 b. Beginning September 1, 2012, "Technology Education (0051)" - 159.

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1 (b) An applicant for Industrial Education shall take the content test or tests corresponding  
2 to the applicant's area or areas of specialization with the passing scores identified in 16 KAR  
3 6:020.

4 (9) An applicant for a restricted base certificate in the following area or areas shall take  
5 the content test or tests based on the applicant's area or areas of specialization with the  
6 corresponding passing scores as identified in this subsection:

7 (a) English as a Second Language: "English to Speakers of Other Languages (0361)" -  
8 157;

9 (b) Speech/Media Communications: "Speech Communication (0221)" - 146; or

10 (c) Theater: "Theatre (0640)" - 630.

11 (10) An applicant for an endorsement in the following content area or areas shall take the  
12 content test or tests based on the applicant's area or areas of specialization with the passing  
13 scores identified in this subsection:

14 (a) American Sign Language: "American Sign Language Proficiency Interview (ASLPI)  
15 administered by the Galludet University – 3+;

16 (b) English as a Second Language: "English to Speakers of Other Languages (0361)" -  
17 157;

18 (c) ~~(b)~~ Learning and Behavior Disorders, grades 8 - 12:

19 1. Until August 31, 2012, "Education of Exceptional Students: Mild to Moderate  
20 Disabilities (0542)" - 172; or

21 2. Beginning September 1, 2011, "Special Education: Core Knowledge and Mild to  
22 Moderate Applications (0543)" - 158;

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1 (d) {(e)} 1. Until August 31, 2012, Literacy Specialist: "Reading Specialist (0300)" – 520;

2 or

3 2. Beginning September 1, 2012, "Reading Specialist (0301) – 164;

4 (e) {(d)} Gifted Education, grades primary - 12: "Gifted Education (0357)" - 152; or

5 (f) {(e)} Reading Primary through Grade 12:

6 [1. Until August 31, 2011, "Teaching Reading (0204)" no passing score; or

7 2. Beginning September 1, 2011, ] "Teaching Reading (0204)" - 153.

8 Section 3. In addition to the content area test or tests established in Section 2 of this  
9 administrative regulation, each new teacher shall take the pedagogy test and meet the passing  
10 score identified in this section that corresponds to the grade level of certification sought. If a  
11 certified teacher is seeking additional certification in any area, the applicant shall not be required  
12 to take an additional pedagogy test.

13 (1) (a) Until August 31, 2012, an applicant for Elementary certification (grades primary -  
14 5) shall take "Principles of Learning and Teaching: Grades Kindergarten - 6 (0522)", with a  
15 passing score of 161; or

16 (b) Beginning September 1, 2012, an applicant for Elementary certification (grades  
17 primary – 5) shall take "Principles of Learning and Teaching: Grades kindergarten - six (6)  
18 (0622)" with a passing score of 160.

19 (2) (a) Until August 31, 2012, an applicant for certification at the middle school level  
20 (grades five (5) through nine (9)) shall take "Principles of Learning and Teaching: Grades 5 - 9  
21 (0523)", with a passing score of 161; and

1           **(b) Beginning September 1, 2012, an applicant for certification at the middle school level**  
2 **(grades five (5) through nine (9)) shall take "Principles of Learning and Teaching: Grades 5 - 9**  
3 **(0623)", with a passing score of 160.**

4           **(3) (a) Until August 31, 2012, an applicant for certification at the secondary level (grades**  
5 **eight (8) through twelve (12)) shall take "Principles of Learning and Teaching: Grades seven (7)**  
6 **- twelve (12) (0524)", with a passing score of 161; or**

7           **(b) Beginning September 1, 2012, an applicant for certification at the secondary level**  
8 **(grades eight (8) through twelve (12)) shall take "Principles of Learning and Teaching: Grades**  
9 **seven (7) - twelve (12) (0624)", with a passing score of 160.**

10           **(4) An applicant for certification in all grades with a content area identified in Section**  
11 **2(5) of this administrative regulation shall take either:**

12           **(a) 1. Until August 31, 2012, "Principles of Learning and Teaching: Grades kindergarten**  
13 **- six (6) (0522)", with a passing score of 161; or**

14           **2. Beginning September 1, 2012, an applicant for Elementary certification (grades**  
15 **primary – 5) shall take “Principles of Learning and Teaching: Grades kindergarten - six (6)**  
16 **(0622)” with a passing score of 160;**

17           **(b) 1. Until August 31, 2012, "Principles of Learning and Teaching: Grades five (5) -**  
18 **nine (9) (0523)", with a passing score of 161; or**

19           **2. Beginning September 1, 2012, an applicant for certification at the middle school level**  
20 **(grades five (5) through nine (9)) shall take "Principles of Learning and Teaching: Grades 5 - 9**  
21 **(0623)", with a passing score of 160; or**

22           **(c) 1. Until August 31, 2012, "Principles of Learning and Teaching: Grades seven (7) -**  
23 **twelve (12) (0524)", with a passing score of 161; or**

1           2. Beginning September 1, 2012, an applicant for certification at the secondary level  
2 (grades eight (8) through twelve (12)) shall take "Principles of Learning and Teaching: Grades  
3 seven (7) - twelve (12) (0624)", with a passing score of 160.

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

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

10           (a) 1. Until August 31, 2012, ["Principles of Learning and Teaching: Grades five (5) -  
11 nine (9) (0523)", with a passing score of 161; or

12           2. Beginning September 1, 2012, an applicant for certification at the middle school level  
13 (grades five (5) through nine (9)) shall take "Principles of Learning and Teaching: Grades 5 - 9  
14 (0623)", with a passing score of 160; or

15           (b) 1. Until August 31, 2012, ["Principles of Learning and Teaching: Grades seven (7)  
16 - twelve (12) (0524)", with a passing score of 161; or

17           2. Beginning September 1, 2012, an applicant for certification at the secondary level  
18 (grades eight (8) through twelve (12)) shall take "Principles of Learning and Teaching: Grades  
19 seven (7) - twelve (12) (0624)", with a passing score of 160.

20           .

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

1 (a) 1. Until August 31, 2012, ["Principles of Learning and Teaching: Grades  
2 kindergarten - six (6) (0522)", with a passing score of 161; or

3 2. Beginning September 1, 2012, an applicant for Elementary certification (grades  
4 primary – 5) shall take "Principles of Learning and Teaching: Grades kindergarten - six (6)  
5 (0622)" with a passing score of 160;

6 (b) 1. Until August 31, 2012, ["Principles of Learning and Teaching: Grades five (5) -  
7 nine (9) (0523)", with a passing score of 161; or

8 2. Beginning September 1, 2012, an applicant for certification at the middle school level  
9 (grades five (5) through nine (9)) shall take "Principles of Learning and Teaching: Grades 5 - 9  
10 (0623)", with a passing score of 160; or

11 (c) 1. Until August 31, 2012, ["Principles of Learning and Teaching: Grades seven (7) -  
12 twelve (12) (0524)", with a passing score of 161; or

13 2. Beginning September 1, 2012, an applicant for certification at the secondary level  
14 (grades eight (8) through twelve (12)) shall take "Principles of Learning and Teaching: Grades  
15 seven (7) - twelve (12) (0624)", with a passing score of 160.

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

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

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

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

5 (a) The Educational Testing Service; or

6 (b) The agency established by the Education Professional Standards Board as the  
7 authorized test administrator.

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

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

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

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

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

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1           Section 8. The Education Professional Standards Board shall collect data and conduct  
2 analyses of the scores and institutional reports provided by the Educational Testing Service or  
3 other authorized test administrator to determine the impact of these tests.

**DRAFT**

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Date

Cathy Gunn, Chairperson  
Education Professional Standards Board

**DRAFT**

## Agenda Book

**PUBLIC HEARING AND PUBLIC COMMENT PERIOD:** A public hearing on this administrative regulation shall be held on February 29, 2012 at 9:00 a.m. at the offices of the Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Conference Room A, Frankfort, Kentucky 40601. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until February 29, 2012. 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 6:010

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 teacher certification.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to provide notice to teacher candidates of the assessment requirements for obtaining and maintaining a teaching 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 teacher 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 replaces the *Elementary Education: Content Knowledge (0014)* assessment, which requires a passing score of 128, with the *Elementary Education: Multi-Subjects Test (5031)*, which requires individual passing scores of 165 for Reading/ Language Arts, 164 for Mathematics, 155 for Social Studies, and 159 for Science. This amendment also replaces currently required tests in English, Social Studies, and Art with the following newly developed

assessments: *English Language, Literature and Composition: Content and Analysis (0044)*, which requires a passing score of 166; *Social Studies: Content and Interpretation (0086)*, which requires a passing score of 153; and, *Art: Content and Analysis (0135)*, which requires a passing score of 161. Further, this amendment creates a new endorsement for *American Sign Language* and adopts updated assessments for *Technology Education (0051)*, which requires a passing score of 159, and *Reading Specialist (0301)*, which requires a passing score of 164. In addition, this amendment replaces the *Principles of Learning and Teaching* tests with revised versions of *Principles of Learning and Teaching: Grades Kindergarten - 6 (0622)*, *Principles of Learning and Teaching: Grades 5 - 9 (0623)*, and *Principles of Learning and Teaching: Grades 7 - 12 (0624)* and reduces the required passing score for each test from 161 to 160. Any other changes are to clarify the regulation in accordance with KRS Chapter 13A.

(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 teacher certification.

(d) How the amendment will assist in the effective administration of the statutes: This amendment more closely aligns assessment options with teacher preparation program requirements and opportunities within an actual school setting.

(3) List the type and number of individuals, businesses, organizations, or state and local

## Agenda Book

governments affected by this administrative regulation: 174 Kentucky school districts, 30 educator preparation programs, and educators seeking new and additional teacher certification.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The school districts will not be required to take any additional action. The educator preparation programs will need to continue to direct students to the Education Professional Standards Board website for current assessment requirements. Applicants will need to continue to refer to 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 should not be any additional cost to the entities impacted by the regulation.

(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 the clarifications to the regulation. The districts will be positively affected by a supply of teachers who are competent in their content area.

(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 each certificate will be held to the same standard.

**DRAFT**

**FISCAL NOTE ON STATE OR LOCAL GOVERNMENT**

Regulation No. 16 KAR 6:010

Contact Person: Alicia Sneed

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

Yes  No

If yes, complete questions 2-4.

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

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

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. There should be none.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? There should be no revenue generated.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? There should be no revenue generated.

(c) How much will it cost to administer this program for the first year? There should be no revenue generated.

(d) How much will it cost to administer this program for subsequent years? There should be no revenue generated.

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:**

16 KAR 1:040 Teachers' National Certification Incentive Trust Fund

**Applicable Statutes and Regulation:**

KRS 161.133, 161.134

16 KAR 1:040

**Applicable Goal:**

Goal 3: A properly credentialed person shall staff every professional position in Kentucky's public schools.

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

**Issue:**

Should the EPSB limit the numbers of candidates who participate in the Teachers' National Certification Incentive Trust Fund?

**Background:**

The General Assembly allocates funds to the Education Professional Standards Board (EPSB) for the Teachers' National Certification Incentive Trust Fund. Funds appropriated do not lapse at the end of a fiscal year or a biennium. All unexpended money credited to the fund, including interest earned on money in the fund, is retained for reinvestment. The incentive trust fund can be used for the following:

- 75% reimbursement for certification
- reimbursements to districts for substitute teachers employed to allow up to five (5) days of released time during the school year for a teacher pursuing National Board Certification
- stipend of \$200 per day for two (2) days beyond the school contract year to prepare for the certification assessments
- stipends for National Board Certified teachers who serve as mentors to other teachers within a school district

In January of 2010, due to budget constraints, the EPSB approved suspending the \$200 per day for two (2) days stipend and the substitute teacher reimbursements. Additionally, in October 2010 EPSB staff members brought before the board the possibility of suspending mentoring contracts due to the loss of subsidies resulting from federal budget cuts.

The EPSB has received verification that federal funds will not be available for those who enroll in January 2012. This results in a loss of \$525,000 to first-time candidates. We are also assuming that another General Fund reduction of 2% is possible in 2012 and subsequent years and that no additional funding will become available during the next 2 budget cycles.

## Agenda Book

The federal subsidies allowed each NB candidate to receive \$1,250, which covered half the \$2,500 certification fee. The EPSB provides the candidate 75% of the remaining out-of-pocket expenses, resulting in a \$937.50 per candidate reimbursement. Since the subsidies will not be available for the new cohort, the 75% reimbursement will be applied to the entire fee of \$2,500, resulting in a per candidate reimbursement expense of \$1,875.

The Education Professional Standards Board staff members have been monitoring the budget for several years to ensure the ability to pay the last cohort if all funding for National Board is eliminated. In order to make a final allocation of the 75% reimbursement mandated by KRS 161.134 Section (2), EPSB needs to maintain enough money in the incentive trust fund to cover that expense. Without limitations to the number of candidates, the projected rate of expenditures will deplete the incentive trust fund, resulting in a negative balance.

KRS 161.133 Section (3) permits the board to limit the number of participants accepted in any given enrollment or application period due to the lack of funding. The table below represents a funding scenario that establishes a limit on the number of applicants to the incentive trust fund. It also allows for the fund to increase over a period of 4 years, resulting in a balance that would cover a successful cohort should all funding be eliminated.

Cohort year	2012-2013	2013-2014	2014-2015	2015-2016
Limited Candidates	410	430	450	500
54% pass rate	221.4	232.2	243	270
75% reimbursement per candidate	\$1,875	\$1,875	\$1,875	\$1,875
Total reimbursement	\$415,125	\$435,375	\$455,625	\$506,250
National Board Allotment	\$506,660	\$506,660	\$506,660	\$506,660
Difference	\$91,535	\$71,285	\$51,035	\$410
Incentive Trust Fund prior year	292,235	\$383,770	\$455,055	\$506,090
Amount of trust fund after deductions	\$383,770	\$455,055	\$506,090	\$506,500

The EPSB has requested full funding for the National Board program for FY12-14; however, notification of funding will not occur until March 2012. In order to ensure adequate funding, the EPSB staff recommends giving the staff flexibility to limit the number of National Board candidates as needed. The recommendation will also include waiving 16 KAR 1:040 Section 2 (2). *Upon receipt of notification of enrollment from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall send the candidate written confirmation of enrollment in the Teacher's National Certification Incentive Trust Fund and a Statement of Intent Form (NBC-1).* Should full funding be obtained, the staff will admit additional candidates into the Teachers' National Certification Incentive Trust Fund for the 75% reimbursement.

**Alternative Actions:**

1. Approve the recommendation to limit the number of National Board candidates participating in the Teachers' National Certification Incentive Trust Fund and approve waiving 16 KAR 1:040 Section 2 (2).
2. Do not approve the recommendation to limit the number of National Board candidates participating in the Teachers' National Certification Incentive Trust Fund and do not approve waiving 16 KAR 1:040 Section 2 (2).

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

Approval enables EPSB staff to monitor the budget and ensure adequate funding for all candidates enrolled in the Teachers' National Certification Incentive Trust Fund. It also allows EPSB staff flexibility to increase the number of candidates enrolled in the incentive trust fund should more funding be available.

**Contact Person:**

Mr. Robert Brown, Director  
Division of Professional Learning and Assessment  
(502) 782-2154  
E-mail: robertl.brown@ky.gov

**Date:**

January 9, 2012



## Agenda Book

### 16 KAR 1:040. Teachers' National Certification Incentive Trust Fund.

RELATES TO: KRS 157.395, 161.131, 161.132, 161.133, 161.134

STATUTORY AUTHORITY: KRS 161.133(3), 161.134(3)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.133 establishes the Teachers' National Certification Incentive Trust Fund. KRS 161.133(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish procedures for the administration of the fund and the requirements for participating teachers and local boards of education. KRS 161.134(3) requires the Education Professional Standards Board to promulgate an administrative regulation to establish the parameters for mentoring programs utilizing national board certified teachers. This administrative regulation establishes participation requirements and payment procedures relating to this fund.

Section 1. Definitions. (1) "Advanced candidate" means a candidate enrolled in the incentive program who has failed to successfully complete the assessments for national board certification during the first year of enrollment.

(2) "Assessment" means the certification requirements established by the National Board for Professional Teaching Standards.

(3) "Candidate" means a Kentucky teacher who has successfully registered with the National Board for Professional Teaching Standards to complete the assessments in a given application period.

(4) "Cohort" means a group of school districts, collaborating districts, or educational cooperatives.

(5) "Incentive Program" means the Teachers' National Certification Incentive Trust Fund established under the provisions of KRS 161.133.

Section 2. (1) To apply to receive payments from the incentive program, a Kentucky teacher shall register with the National Board for Professional Teaching Standards by January 31 of the calendar year for which the teacher is seeking payment.

(2) Upon receipt of notification of enrollment from the National Board for Professional Teaching Standards, the Education Professional Standards Board shall send the candidate written confirmation of enrollment in the Teacher's National Certification Incentive Trust Fund and a Statement of Intent Form.

(3) The candidate shall provide the following information on the Statement of Intent Form:

(a) The signature of the district superintendent;

(b) The candidate's actual out-of-pocket expenses toward the certification fee; and

(c) Information about each third-party payment made on behalf of the teacher toward the certification fee by a local school district, the Candidate Subsidy Program offered by the National Board for Professional Teacher Standards, or other educational or noneducational entity.

(4) The candidate shall return the completed Statement of Intent Form to the Education Professional Standards Board within thirty (30) calendar days.

(5) The Education Professional Standards Board shall indicate the return due date for each Statement of Intent Form mailed to a candidate.

(6) A candidate that fails to return the completed Statement of Intent Form by the indicated due date shall not be eligible for incentive program funds in the current fiscal year.

Section 3. (1) A candidate enrolled for participation in the incentive program under Section 2 of this administrative regulation shall submit the required portfolio to the National Board for Professional Teaching Standards by the required due date established by the National Board.

(2) By June 1, the Education Professional Standards Board shall notify the candidate of the amount of payment to be made under this administrative regulation.



**EDUCATION PROFESSIONAL STANDARDS BOARD  
STAFF NOTE**

**Action Item D**

**Action Item:**

Job duties and responsibilities of the deputy executive director

**Applicable Statutes and Regulation:**

KRS 161.028

KRS 161.017

**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:**

The approval of the employment procedures and job description and duties of the deputy executive director

**Background:**

KRS 161.017 provides that the executive director of the EPSB appoints all staff including the deputy executive director. KRS 161.028 stipulates that the EPSB shall establish the qualifications and salary for the positions of executive director and deputy executive director to the board (notwithstanding the provisions of KRS 64.640).

With Board approval, the new deputy executive director will have a beginning salary of \$104,000. Following the mandatory 5% increase after successfully completing a six-month probationary period, the salary would become \$109,200.

Within the current budgetary environment, prudence dictates that the position not be posted until after the General Assembly's biennium budget has been signed by the Governor.

**Alternative Actions:**

1. Approve the attached job description and duties, salary, and tentative timeline for filling the vacancy.
2. Approve, with modifications, the attached job description and duties, salary, and tentative timeline for filling the vacancy.
3. Do not approve the attached job description and duties, salary, and tentative timeline for filling the vacancy.

**Staff Recommendation:**

Alternative Action 1

**Rationale:**

The job duties and responsibilities accurately describe the position.

## Agenda Book

**Contact Person:**

Dr. Phillip S. Rogers, Executive Director  
Executive Office  
E mail: [phillip.rogers@ky.gov](mailto:phillip.rogers@ky.gov)  
Phone: 502.564.4606

**Date:**

January 9, 2012

## **EDUCATION PROFESSIONAL STANDARDS BOARD (EPSB)**

### **POSITION: Deputy Executive Director**

#### **GENERAL DESCRIPTION**

Under the supervision of the executive director, the deputy executive director is responsible for directing and implementing policies, programs, and operating strategies that support EPSB goals and are consistent with all federal and state laws and regulations.

#### **EXAMPLES OF WORK PERFORMED**

- Develops and manages a comprehensive research and report agenda
- Secures funding to support EPSB research and development activities
- Ensures sound management of the agency's technology and data resources
- Manages all financial and budgetary activities for the agency
- Provides technical advice to the executive director on the appropriation of resources as well as agency programs and policies
- Administers all EPSB internal operations
- Collaborates with federal, state, and private entities and the general public to exchange information, address concerns, coordinate activities, and comply with laws and regulations
- Represents the agency before the General Assembly and various legislative committees, as assigned by the executive director
- Supervises and evaluates the performance of Executive Office merit staff
- Assists in directing the short- and long-range planning process for the agency, establishing operating objectives, and consulting with division directors to achieve EPSB goals
- Performs related work as assigned by the executive director

#### **GENERAL QUALIFICATION GUIDELINES**

##### **Experience and Education**

For consideration a candidate must have at least five years of documented leadership experience in a state or federal agency, university, K-12 school or related setting and a master's degree in education or a related field. The preferred candidate will have a terminal degree in education or a related field.

##### **Knowledge, Skills, and Abilities**

The ideal candidate will have a strong background in educational research activities and the management of technology and data resources. Additionally, candidates should be able to document at least five years of leadership experience in fiscal planning and management practices within a government or institutional setting, as well as knowledge of the Kentucky legislative and regulatory amendment process, government programs and operations, and the economic, demographic, fiscal, and legal aspects of state and federal education programs.

The candidate should also be skilled in analyzing and electronically organizing technical data. Finally, the candidate must have the ability to support the overall EPSB Goals and Strategic Plan; to identify

## Agenda Book

problems, evaluate alternatives, and implement effective solutions; to interpret and analyze legislation, rules, and regulations; to communicate effectively; and to plan, assign, and/or supervise the work of others.

### **Application**

The position will be posted on the Personnel Cabinet's website and the EPSB agency website (www.epsb.ky.gov). State procurement procedures and agency fiscal resources permitting, the position will be announced in the classified section of the Sunday edition of *The Courier Journal*, the *Lexington Herald-Leader*, and the *State Journal*.

Candidates will be asked to forward the following materials:

- A completed state application
- A letter of application addressing the qualifications noted above
- An updated résumé
- Three letters of recommendation that address the candidate's qualifications as they relate to this position

Starting date for the position is negotiable but is tentatively set for no later than May 1, 2012. Screening of applicants will begin Monday, March 12, 2012, and the position will remain open until filled.

### **Salary**

Salary is commensurate with qualifications. Benefits include vacation and sick leave, holiday pay, optional deferred compensation plan, and Commonwealth employee's health insurance plan. This position does require participation in the Kentucky Teachers' Retirement System (KTRS).

**UNDER SEPARATE COVER**  
**January 9, 2012**

While we make conscientious effort to redact personally identifiable information on documents such as transcripts, pulling these documents into a separate section is another means to protect the individual's privacy.

The following items, referenced by Staff Note and Agenda Book page numbers are placed under this separate cover:

<b>Section</b>	<b>Item(s)</b>	<b>Staff Note/Agenda Reference</b>
<b>A</b>	Program Materials	Integrated Music, Grades P-12 (Bachelor's Level), Lindsey Wilson College Gifted Endorsement, Grades P-12 (Advanced Level), University of Louisville (Consent Items C and D on the agenda, pages 15-26)
<b>B</b>	Lindsey Wilson College Letter of Support	Integrated Music, Grades P-12 (Bachelor's Level), Lindsey Wilson College (Consent Item C on the agenda, pages 15-20)
<b>C</b>	U of L Letter of Support	Gifted Endorsement, Grades P-12 (Advanced Level), University of Louisville (Consent Item D on the agenda, pages 21-26)
<b>D</b>	LEAD Statistics	Local Educator Assignment Data (LEAD) Report (Under Report of the Executive Director on the agenda)
<b>E</b>	KACI Report	KACI Committee Report (Under Report of the Chair on the agenda)

If you prefer to add these documents within the Agenda Book, please insert:

Page A1 after page 26,

Page B1 after page 20,

Page C1 after page 26,

Page D1 after page ii, and

Page E1 after page ii.

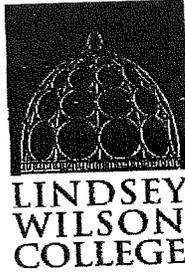
## **January 2012 Program Review Materials**

Documents for the program materials are available on the EPSB's new secure website in a folder titled *January Program Review Materials*. Please contact Ashley Abshire at 502-782-2116 if you need assistance in gaining access to this website. The items available to review are listed below.

**Consent Item C. Integrated Music, Grades P-12 (Bachelor's Level), Lindsey Wilson College**

**Consent Item D. Gifted Endorsement, Grades P-12 (Advanced Level), University of Louisville**

**A1**



November 15, 2011

Education Professional Standards Board  
100 Airport Road, 3rd Floor  
Frankfort, Kentucky 40601

Dear Friends:

I wanted you to know how pleased I am with the thought of beginning a new program in Integrated Music Education at Lindsey Wilson College. We have had a strong education program for many years and this is simply one more opportunity to build on one of our strengths.

For many years, Adair County has been a strong advocate for the arts. The marching band just won its 21<sup>st</sup> state championship and finished second in a national competition. Through our Integrated Music Education program we have an opportunity to capitalize on a passion for music, some gifted faculty members who are already here, and a desire to be the very best program.

I encourage you to give Lindsey Wilson College your full support in our efforts to secure an Integrated Music Education program.

Sincerely,

William T. Luckey, Jr.  
President

WTL/ns

**OFFICE OF THE PRESIDENT**

210 Lindsey Wilson Street  
Columbia, Kentucky 42728  
Office: 270-384-8001 Fax: 270-384-8009  
[www.lindsey.edu](http://www.lindsey.edu)

**B1**

October 31, 2011

Phil Rogers, Ed.D.  
Kim Walters-Parker, J.D., Ph.D.  
Education Professional Standards Board  
100 Airport Road, 3rd Floor  
Frankfort, Kentucky 40601

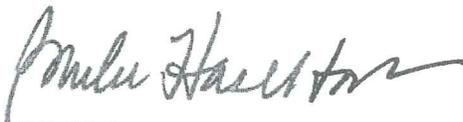
Dear Dr. Rogers and Dr. Walters-Parker:

This letter communicates my and the CEHD's support for the Gifted and Talented Endorsement Advanced Program (P-12). This document reflects the unit's efforts toward compliance with the EPSB's requirements for the Program Review and accreditation expectations as well as the policies and procedures for curriculum actions for educator preparation program approval within the College of Education and Human Development and the University of Louisville.

The three departments in Teaching and Learning (Special Education, Early Childhood and Elementary Education, and Middle and Secondary Education) have reviewed and are in support of the program. As well, I and Dr. Ann Larson, Vice Dean, support the unit's administration and oversight of this program once it is approved, in accordance with our other educator preparation programs following regulations and requirements from EPSB.

I trust that this letter conveys information required from the dean's office and my position as the CEHD's chief academic officer. Please let me know if you have questions or need additional information.

Sincerely,



W. Blake Haselton, Ph.D.

Interim Dean, Superintendent in Residence  
College of Education and Human Development  
University of Louisville  
502-852-3235  
[blake.haselton@louisville.edu](mailto:blake.haselton@louisville.edu)

# LEAD Statistics

## Fall 2011-2012

11/15/2011  
1:15 PM

<b>Statewide Infinite Campus Statistics</b>			
<b>Status</b>	<b>Assignments</b>		<b>People</b>
Cleared	763556	99.94%	41618
Vacant Position	389	0.05%	24
Expired	17	0.00%	1
Out of Field	16	0.00%	6
Insufficient Certification	7	0.00%	2
Holds only SOE	7	0.00%	1
Out of Population	4	0.00%	2
Out of Grade Range	1	0.00%	1
Never Certified	1	0.00%	1
<b>Total</b>	<b>763998</b>		<b>41656</b>

<b>Statewide MUNIS Statistics</b>			
<b>Status</b>	<b>Assignments</b>		<b>People</b>
Cleared	72630	99.99%	51722
Insufficient Certification	7	0.01%	7
<b>Total</b>	<b>72637</b>		<b>51729</b>

DL

Kentucky Advisory Council for Internship  
Discussion Points  
EPSB meeting, January 9, 2011

The Kentucky Teacher Internship Program (KTIP) has been implemented in Kentucky for more than 25 years. As a final assessment leading to a professional certificate, KTIP has provided a three-person view of a beginning teacher's ability to lead a classroom. To ensure that the KTIP process aligns with current initiatives, KTIP has evolved over time. In 2003 the Teacher Performance Assessment (TPA) was implemented with a focus on teaching strategies and an analysis of student outcomes as a result of those strategies.

Recent discussions of initiatives undertaken at schools since 2003 due to changes in state program implementations have allowed members of the Kentucky Advisory Council for Internships (KACI) to reflect on the current requirements of KTIP. These initiatives include the following:

1. Implementation of Response to Intervention Programs
2. Implementation of the Unbridled Learning Bill (formerly SB1)
3. Adoption of the new Kentucky Common Core Standards
4. Implementation of a new student/school accountability system
5. Identification of and resources for Persistently Low-Achieving Schools

Discussion Points from KACI

1. Spring Internships: Local schools have implemented the TPA depending upon the amount of time after hire, the schedules of the KTIP committees, and the interns' abilities. This led to some interns completing different cycles and tasks during the spring. Interns rehired in different schools in the fall had a wide range of tasks and cycles to complete due to the inconsistent nature of the spring internships.
2. Streamlining of tasks: The current format of the internship requires all to create specific tasks based upon the Kentucky Teacher Standards. Discussions have been held about the possibility of streamlining some of the tasks without jeopardizing the validity of the KTIP assessment. The proposed streamlining focused primarily on Tasks D (Collaboration) and F (Leadership) and examining possible redundancies within the other tasks as well. Tasks D and F could possibly be designed as reflective tasks based upon ongoing leadership initiatives in which the intern is involved. Rather than as additional projects, incorporating these tasks could allow an intern to examine his/her leadership efforts in each of the three cycles and the effects of these efforts on student learning.