

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action Item:

Option 7 Institute Proposal, Central Kentucky Educational Cooperative

Staff Recommendation:

The Education Professional Standards Board (EPSB) should approve Central Kentucky Educational Cooperative's (CKEC) Option 7 Institute Proposal.

Rationale:

The Option 7 Institute Proposal submitted by CKEC completed a multi-tiered review process by staff from the Office of Educator Licensure and Effectiveness (OELE) and an external review panel. It was determined that the proposal met the requirements of KRS 161.048(8) and 16 KAR 9:100. The reviewers recommended the proposal for approval by the EPSB.

Action Question:

Should the EPSB approve CKEC's Option 7 Institute Proposal?

Applicable Statute or Regulation:

KRS 161.028, KRS 161.048, 16 KAR 9:100

History/Background:

Existing Policy: KRS 161.048(8) establishes the Option 7 Alternative Route to Certification. This route allows a person in a field other than education to receive a one-year temporary provisional teaching certificate in elementary, middle school, secondary, grades 5-12, or grades P-12. The temporary provisional certificate may be renewed up to two times for special education and Interdisciplinary Early Childhood education, and up to four times for all other content areas. A candidate shall possess: a bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a related field, and a minimum grade point average of 2.75 on a 4.0 scale or 3.0 on the last thirty hours of credit completed. During the first year of the certificate, the candidate shall complete a 240-hour institute, if pursuing elementary certification, or a 180-hour institute if pursuing middle or secondary certification. The providers and the content of the institute shall be approved by the EPSB. 16 KAR 9:100 establishes the requirements for Option 7 institute providers and encourages applicants who are not currently accredited by the EPSB to demonstrate partnerships with institutions of higher education accredited by the EPSB and school districts/cooperatives recognized by the Kentucky Department of Education. CKEC was approved by the EPSB in April 2022 to offer an Option 7 Institute for the following certification areas: Learning and Behavior Disorders, Biology Grades 8-12, Chemistry Grades 8-12, English Grades 8-12, Math Grades 8-12, and Social Studies Grades 8-12.

Summary: The proposal submitted by CKEC requests to add Elementary Education, Primary through Grade 5, and Interdisciplinary Early Childhood Education, Birth to Primary, teaching

certificates to its program. The preparation program structure is not changing; therefore, this proposal is similar to the proposal submitted and approved by the EPSB in April 2022. The differences between this current proposal and the previous proposal include the following:

- a) University Partner—Campbellsville University will be the Institute of Higher Education partnering with CKEC for both certificates. CKEC will use their undergraduate curriculums for Elementary Education, P-5 Certification and Interdisciplinary Early Childhood Education (IECE) Teacher Certification.
- b) Program Curriculum—New certificates obviously require a new curriculum to prepare teachers effectively. The CKEC Teacher Certification Institute (TCI) has built its proposed curriculum from the courses that comprise the core requirements for both programs at Campbellsville University's School of Education.
- c) Candidates—The program will expand to include not only CKEC member districts, but any school district in Kentucky.
- d) Program Format—The program currently offers a virtual learning format. It will continue to offer this, while being adaptive to providing in-person formats as needed (as was in the original proposal).
- e) Program Calendar—The CKEC TCI will begin its programs late summer or early in the fall semester, and possibly spring semester (if needed). The program will run the equivalent of a school year (minimum of two semesters).
- f) Teacher Standards—The Kentucky Teacher Performance Standards (KTPS) and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers form the backbone of the Elementary certification route, while Kentucky's Infant and Early Childhood Education Standards (KIECS) and the Professional Standards and Competencies for Early Childhood Educators (PSCECE) from the National Association for the Education of Young Children (NAEYC) paves the pathway for the IECE certification route. CKEC TCI's initial proposal aligned program components to similar standards from the Council on Exceptional Children. This proposal includes alignment charts to show how those content association standards align with the Kentucky Framework for Teaching as well as the TCI curriculum.
- g) Advisory Board Members—With the addition of new certification areas, the current proposal includes a revision of the Advisory Board outlined in the initial proposal. Members with Elementary or IECE background will be added to offer guidance specific to preparing teachers to teach in the content areas. Also, the Advisory Board will meet at least once every year, as opposed to twice a year.
- h) Assignment Rubric—Headers updated to reflect the same language as the KY Framework for Teaching

The CKEC institute will be a partnership between the cooperative, participating school districts and Campbellsville University. Campbellsville University has agreed to provide the curriculum for the institute. The content, learning tasks, and assessments making up the curriculum come from Campbellsville's EPSB-approved undergraduate coursework

The certification institute consists of two primary learning environments:

- a. In classroom/workshop settings scheduled throughout the institute calendar, certification

candidates will encounter the knowledge and theory presented by the institute instructor and guest teachers, and

b. In clinical settings (their own classrooms), candidates will apply the knowledge and theory under the supervision of mentor teachers and administrators in their schools.

These two learning environments will provide an intense, experiential path to certification.

The institute curriculum has been designed so that topics spiral, going deeper in content and skills as teacher candidates gain more experience in school classroom settings. Therefore, candidates will encounter some topics more than once in instructional sessions during the program cycle but learning tasks within the topics will require deeper analysis and more complex application as candidates' needs from the classroom setting dictate. In addition, the CKEC TCI calendars are planned with frequent points of contact between the teacher candidate and practicing educators to support the candidate in application of learning as a beginning teacher.

The CKEC TCI staff will monitor and evaluate candidates admitted into the program using multiple measures. Data review will occur at five different stages during the institute as a means of assuring that the candidates and eventual certificate-holders are of the highest quality possible.

Candidate performance data and partner feedback will be used to guide improvements in the program components such as curriculum, mentorship and admission procedures. Institute staff will share data collected and initial analyses with an advisory board, which will be established to guide decision-making for the institute. The advisory board will meet formally at least once every year, where members will further the analysis of data and offer improvement advice. The advisory board will meet as part of the institute's summative evaluation.

CKEC's institute proposal is included for EPSB review and must be approved by the EPSB before it may be offered for certification.

Budget Impact: There is no budgetary impact.

Groups Consulted and Brief Summary of Responses:

The program has completed a multi-tiered review process and received a recommendation for approval based on the guidelines approved by the EPSB. OELE staff and an external review team have reviewed this program proposal and determined that the program meets the requirements for approval.

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