

## CHAPTER 124

## ( SB 265 )

AN ACT relating to teacher certification and declaring an emergency.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

➔Section 1. KRS 161.030 is amended to read as follows:

- (1) Notwithstanding the age of the pupil, the certification of all teachers and other school personnel, in public schools only, is vested in the Education Professional Standards Board. When so certified, teachers and other school personnel shall not be required to have licensure, certification, or other forms of approval from any other state agency for the performance of their respective assignments within the *system of public schools*~~[common schools]~~, except as provided for by law. All certificates authorized under KRS 161.010 to 161.126 shall be issued in accordance with the administrative regulations of the Education Professional Standards Board. After July 15, 1994, all certificate applications and other data collection instruments of the board shall include a request for voluntary information about the applicant's ethnic background. This information shall be available to help local school districts locate minority candidates. A person who holds a certificate prior to this requirement may request that ethnic information be added to his or her file. Nothing in this section shall preclude the right of an individual in a nonpublic school from seeking voluntary certification by the Education Professional Standards Board.
- (2) Certificates shall be issued upon written application and in accordance with statutes and regulations in effect at the time of application to persons who have completed, at colleges, universities, or local school district programs approved by the Education Professional Standards Board for the preparation of teachers and other school personnel, the curricula prescribed by the administrative regulations of the Education Professional Standards Board.
- (3)
  - (a) Certification of all new teachers and teachers seeking additional certification shall require the successful completion of appropriate assessments prior to certification. The assessments shall be selected by the Education Professional Standards Board and shall measure knowledge in the specific teaching field of the applicant, including content of the field and teaching of that content. The Education Professional Standards Board shall determine the minimum acceptable level of achievement on each assessment. The assessments shall measure those concepts, ideas, and facts which are being taught in teacher education programs in Kentucky. Upon successful completion of the assessments and the approved teacher preparation program, a *professional* certificate valid for *five (5) years*~~[one (1) year]~~ shall be issued.
  - (b) If an applicant for teacher certification has completed the approved teacher preparation program and has taken but failed to successfully complete the appropriate assessments selected by the Education Professional Standards Board, a conditional certificate may be issued for a period not to exceed one (1) year.~~[, if]~~ The employing school district, in collaboration with the teacher education institution, ~~shall~~~~[agrees to]~~ provide technical assistance and mentoring support to the conditionally certified teacher. The teacher shall retake the assessments during the validity period of the conditional certificate. The conditional certificate shall not be reissued. Upon successful completion of the required assessments, a *professional* certificate valid for *five (5) years*~~[one (1) year]~~ shall be issued~~[and the teacher shall be eligible to participate in the internship program as provided in subsection (5) of this section. The teacher shall not be eligible to participate in the internship program while teaching on the conditional certificate]~~. The Education Professional Standards Board shall promulgate administrative regulations to establish the standards and procedures for issuance of ~~a~~~~[the]~~ conditional certificate.
  - (c) If an out-of-state teacher with less than two (2) years' experience comes to Kentucky after the deadline for taking the assessments, a temporary certificate may be issued for a period up to six (6) months~~[provided the local board cannot fill the vacant position with a certified teacher]~~. The teacher shall take the assessments ~~[if they are administered]~~ during the period of the temporary certificate. ~~[The certificate shall be extended for the remainder of the year if the teacher successfully completes the assessments.]~~ If the teacher fails the assessments, the temporary certificate shall be valid only for the current semester. *If the teacher passes the assessments, a professional certificate valid for five (5) years shall be issued.*

- (4) A reasonable fee to be paid by the teacher and directly related to the actual cost of the administration of the assessments shall be established by the Education Professional Standards Board. Provisions shall be made for persons having less than minimum levels of performance on any assessment to repeat that assessment, and candidates shall be informed of their strengths and weaknesses in the specific performance areas. The Education Professional Standards Board shall provide for confidentiality of the individual assessment scores. Scores shall be available only to the candidate and to the education officials who are responsible for determining whether established certification standards have been met. Scores shall be used only in the assessment for certification of new teachers and of out-of-state teachers with less than two (2) years of teaching experience who are seeking initial certification in Kentucky.
- (5) ~~Except as provided in subsection (3)(b) of this section, all new teachers and out of state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. The teacher shall be a full time employee or shall have an annual contract and serve on at least a half time basis and shall have supervision, assistance, and assessment during the one (1) year internship. The internship may be served in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association. Successful completion shall be determined by a majority vote of the beginning teacher committee. The internship period shall be counted as experience for the purpose of continuing contract status, retirement eligibility, and benefits for single salary experience increments. Upon successful completion of the beginning teacher program, the one (1) year initial teaching certificate shall be extended for the remainder of the usual duration period established for that particular certificate by Education Professional Standards Board administrative regulations.~~
- (6) ~~The beginning teacher committee shall be composed of three (3) persons who have successfully completed special training in the supervision and assessment of the performance of beginning teachers as provided in subsection (8) of this section, except as provided in paragraph (g) of this subsection. The committee shall consist of a resource teacher, the school principal of the school where the internship is served, and a teacher educator appointed by a state approved teacher training institution.~~
- (a) ~~If more than two (2) teacher interns are employed in the same school, the principal's responsibility may be shared with an assistant principal who holds certification as a principal.~~
- (b) ~~In unusual situations, the Education Professional Standards Board may permit the assistant principal to serve in lieu of the principal on a beginning teacher committee.~~
- (c) ~~If the teacher training institution is unable to provide a member, the district superintendent shall appoint an instructional supervisor from the school district.~~
- (d) ~~If the intern is teaching in a regionally or nationally accredited nonpublic school without a principal, the person filling the principal member position may have other appropriate qualifications as required by administrative regulations promulgated by the Education Professional Standards Board.~~
- (e) ~~If the teacher training institution is unable to provide a member to serve on the beginning teacher committee in a nonpublic school, the chief officer of the school shall appoint an instructional supervisor or a teacher with like qualifications and responsibilities to serve on the beginning teacher committee in lieu of the teacher educator.~~
- (f) ~~The resource teacher shall be appointed by the Education Professional Standards Board with recommendations from the local school district from a pool of qualified resource teachers, and, any statutes to the contrary notwithstanding and to the extent of available appropriations, shall be entitled to be paid a reasonable stipend by the Education Professional Standards Board for work done outside normal working hours. In the case of a resource teacher in a nonpublic school, payment shall be made directly to the resource teacher by the Education Professional Standards Board. Priority shall be given to resource teachers in the following order, except as provided in paragraph (g) of this subsection:~~
1. ~~Teachers with the same certification in the same school;~~
  2. ~~Teachers with the same certification in the same district;~~
  3. ~~Teachers in the same school;~~
  4. ~~Teachers in the same district; and~~
  5. ~~Teachers in an adjacent school district.~~

- ~~(g) 1. The resource teacher for an individual pursuing initial certification as a baccalaureate level teacher of exceptional children/communication disorders shall be a master's level teacher of exceptional children/communication disorders, if one is available.~~
- ~~2. If a master's level teacher of exceptional children/communication disorders is not available, the Education Professional Standards Board may allow a licensed speech language pathologist to serve on the beginning teacher committee in lieu of a resource teacher.~~
- ~~(h) The committee shall meet with the beginning teacher a minimum of three (3) times per year for evaluation and recommendation with all committee members present. In addition, each member of the committee shall observe the beginning teacher in the classroom a minimum of three (3) times per year. If the teacher's first year performance is judged by the committee to be less than satisfactory, the teacher shall be provided with an opportunity to repeat the internship one (1) time if the teacher is employed by a school district.~~
- ~~(7) The resource teacher shall spend a minimum of seventy (70) hours working with the beginning teacher. Twenty (20) of these hours shall be in the classroom setting, and fifty (50) of these hours shall be in consultation other than class time or attending assessment meetings. The resource teacher shall have completed at least four (4) years of successful teaching experience as attested to by his or her immediate supervisor or by having achieved tenure and be able to show evidence of continuing professional development by having achieved a master's degree or its equivalent or the accumulation of two thousand (2,000) hours of continuing professional activities.~~
- ~~(8) By contract with teacher education institutions in the Commonwealth, the Education Professional Standards Board shall provide special training for persons who will be serving on the beginning teacher committees. Completion of special training shall be evidenced by successfully passing the assessments as prescribed by the Education Professional Standards Board. A principal hired after July 15, 1996, shall be required to complete the beginning teacher committee training program within one (1) year after his or her appointment.~~
- ~~(9) If an applicant establishes eligibility for a *five (5)* ~~one (1)~~ year *professional* certificate under the provisions of subsection (3)(a) of this section, ~~but does not become employed on the basis needed to satisfy the one (1) year internship requirement~~, the applicant shall *also* be eligible for the issuance of a certificate for substitute teaching as provided by the administrative regulations of the Education Professional Standards Board. ~~The applicant shall remain eligible for the one (1) year certificate, as provided in subsection (3)(a) of this section, and for the opportunity to serve the internship for a period of five (5) years after establishing eligibility. If the internship is not completed within the five (5) year period, the applicant must reestablish eligibility by repeating and passing the assessment program in effect for new teachers at that time or by completing a minimum of six (6) graduate hours toward completion of a graduate program required by administrative regulations promulgated by the Education Professional Standards Board. The option for renewal through completion of graduate hours shall be available only for the first reestablishment of eligibility.~~~~
- ~~(6)~~~~(10)~~ (a) The Education Professional Standards Board shall issue a ten (10) year emeritus certificate to an applicant who has:
1. Retired or will retire not more than one (1) year prior to the expiration date of the certificate;
  2. Met the requirements to receive an emeritus certificate as set forth in administrative regulation promulgated by the Education Professional Standards Board; and
  3. Completed the required application unless the provisions of KRS 161.120 apply.
- (b) The Education Professional Standards Board shall issue a one (1) time five (5) year exception certificate to an individual:
1. Whose certificate has expired;
  2. Whose rank upon expiration was Rank I or Rank II;
  3. Who has met the requirements to receive an exception certificate as set forth in administrative regulation promulgated by the Education Professional Standards Board;
  4. Who completed three (3) years of classroom instruction prior to the certificate's expiration; and
  5. Who has completed the required application unless the provisions of KRS 161.120 apply.

~~(7)(11)~~ The Education Professional Standards Board shall approve the curricula of any college or university, or of any department thereof, for the training of teachers, and any nontraditional or alternative teacher preparation program offered in a public or private postsecondary education institution, private contractor, or state agency, and shall also approve the curricula of any local district alternative certification program, when the curricula comply with the administrative regulations of the Education Professional Standards Board for the issuance of certificates and when the institution has met the terms and conditions provided in KRS 161.010 to 161.120. Any student who has completed any of these curricula, as approved by the Education Professional Standards Board, and who has completed the prescribed requirements for the issuance of certificates shall be granted a certificate corresponding to the curricula completed.

(8) *The issuance of any certificate, except emergency certificates issued pursuant to KRS 161.100, by the Education Professional Standards Board shall not be dependent upon an offer of employment. The certification process, except for emergency certificates, is independent of any job prospects and certification shall be awarded on the basis of completing a teacher preparation program or an alternative certification pathway and passing required assessments.*

➔SECTION 2. A NEW SECTION OF KRS CHAPTER 161 IS CREATED TO READ AS FOLLOWS:

(1) *As used in this section:*

(a) *"Mentor" means an educator who has at least three (3) full years of experience under a professional certificate and who has been trained to assist a beginning educator in the same professional role with his or her professional responsibilities and general school and district procedures; and*

(b) *"New teacher induction and mentor program" means a multiyear, structured program of mentorship and professional development in which trained mentors provide constructive feedback to new teachers.*

(2) *The Education Professional Standards Board shall develop standards and guidance for local districts to implement new teacher induction and mentor programs. All school districts shall provide an induction program for teachers in their first year of teaching.*

(3) *Standards for new teacher induction and mentor programs shall include but not be limited to the following:*

(a) *An orientation program for new teachers and other incoming teachers to be provided at the beginning of and throughout the first year of employment;*

(b) *Assignment of a mentor teacher to a new teacher within the first two (2) weeks of teaching and remaining with the new teacher for the first year of the new teacher's employment in the school. The mentoring relationship shall be composed of activities that the beginning teacher and mentor participate in together, including but not limited to coteaching, lesson planning, and observation;*

(c) *The creation of a support team to provide assistance for new teachers, including focus on each new teacher's individual professional growth and development plan;*

(d) *Workshops and training, including professional development opportunities specifically designed for the beginning teacher that provides vital information on topics relevant during the first year in the classroom;*

(e) *Workshops and training for mentors prior to assignment to a beginning teacher on the skills necessary for effective mentoring;*

(f) *Opportunities for the new teacher to meet with the assigned mentor to share successes and troubleshooting strategies;*

(g) *Support teams to link the beginning teacher with a network of teachers in the school or district, in addition to their mentor, that the beginning teacher can rely on for assistance and guidance, especially for content specialization; and*

(h) *Formative and summative evaluations to provide feedback for a beginning teacher to gain an understanding of his or her strengths and weaknesses and to grow professionally.*

(4) *The Education Professional Standards Board shall develop evaluations and rubrics aligned to state academic standards and state and local procedures that shall be based on the following standards of effective teaching:*

(a) *Curriculum, content mastery, planning, and assessment;*

- (b) *Teaching all students; and*
- (c) *Family engagement.*
- (5) *Rubrics shall describe practice in detail at different levels of performance.*
- (6) *Categories of evidence shall be included to assess educator performance, including multiple measures of student learning, observations, and additional relevant evidence.*
- (7) *Evaluations shall include new teacher self-assessment, individual goal setting and plan development, implementation of the plan, formative assessment, and a summative evaluation.*
- (8) *Beginning October 1, 2024, and by October 1 each year thereafter, the Education Professional Standards Board shall provide a report to the Legislative Research Commission for referral to the Interim Joint Committee on Education. The report shall include but not be limited to:*
  - (a) *The number of mentor teachers and the educator preparation programs that were attended by the mentor teachers;*
  - (b) *The number of new teachers and the educator preparation programs that were attended by the new teachers;*
  - (c) *An analysis of how prepared new teachers are upon entering the profession;*
  - (d) *The types of training utilized by districts to train new teachers, mentors, and support teams;*
  - (e) *The types of remediation or supports needed by districts for new teachers that were not covered in the educator preparation programs;*
  - (f) *The major components of each new teacher induction and mentor program;*
  - (g) *How new teacher induction and mentor programs are operated and funded;*
  - (h) *How long new teachers receive mentor support;*
  - (i) *The estimated annual amount spent per new teacher;*
  - (j) *Measures being utilized to gauge the new teacher induction and mentor program's effectiveness; and*
  - (k) *Impact on teacher retention.*
- (9) *The Education Professional Standards Board shall accumulate long-term data for analysis of the impact of teacher induction and mentor programs on new teacher retention.*

➔Section 3. KRS 156.101 is amended to read as follows:

- (1) The purpose of this section is to encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals, with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education, have the primary responsibility for instructional leadership in the schools to which they are assigned.
- (2) For the purpose of this section, "instructional leader" shall be defined as an employee of the public schools of the Commonwealth employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.
- (3) In order to carry out the purpose of this section, the Kentucky Board of Education shall establish a statewide program to improve and maintain the quality and effectiveness of instructional leadership in the public schools of the Commonwealth.
- (4) The instructional leader improvement program shall contain the following provisions:
  - (a) Each instructional leader employed by the public schools of the Commonwealth shall participate in a continuing intensive training program designed especially for instructional leaders;
  - (b) ~~[1. — Effective until June 30, 2006, every two (2) years each instructional leader shall complete an intensive training program approved by the Kentucky Board of Education to include no fewer than forty two (42) participant hours of instruction;~~

~~2. Effective July 1, 2006, ]~~Each instructional leader shall annually complete an intensive training program approved by the Kentucky Board of Education to include no fewer than twenty-one (21) participant hours of instruction;

- (c) The Kentucky Board of Education shall prescribe specific criteria for the training program~~[, which shall include a provision to allow an instructional leader to annually receive three (3) participant hours credit for duties performed as part of a beginning teacher committee pursuant to KRS 161.030(6). A maximum of six (6) participant hours credit shall be awarded annually for serving on multiple beginning teacher committees].~~ The Kentucky Department of Education may contract for specific training with qualified agencies or institutions or approve programs offered by training providers, including local district training programs, except that the department shall ensure the requirements of paragraph (d) of this subsection are met; and
- (d) Annually, each local district superintendent shall report to the Kentucky Department of Education any instructional leader who fails to complete the training requirements of paragraph (b) of this subsection and shall place the leader on probation for one (1) year. The Department of Education shall verify completion of the required training. If the required training for the prior year and the current year is not completed during the probationary period, the Department of Education shall forward the information to the Education Professional Standards Board, which shall revoke the instructional leader's certificate.
- (5) The Kentucky Department of Education shall ensure that training options in human resource management and conflict resolution techniques are available to education leaders throughout the state.
- (6) This section shall be known as the "Effective Instructional Leadership Act."

➔Section 4. KRS 161.010 is amended to read as follows:

As used in KRS 161.020 to 161.134:

- (1) "College or university work of graduate grade" means academic preparation which extends beyond the usual four (4) year program of undergraduate studies leading to a bachelor's degree and which is completed at a college or university accredited for the graduate level;
- (2) "Continuing education" means study or other activities to provide professional improvement and personal growth for certified teachers throughout their career. It may include, but shall not be limited to, university courses, an advanced degree, or a combination of field-based experience, individual research, and approved professional development activities, pursuant to KRS 156.095;
- (3) "Professional certificate" means the document issued to an applicant upon completion of an approved program of preparation~~[, recommendation by the educator preparation provider,]~~ and successful completion of the assessments in the area in which certification is being sought~~[, and if applicable, successful completion of any internship requirements, unless otherwise waived under KRS 161.030 based on preparation and experience completed outside of Kentucky];~~
- (4) "Provisional certificate" means the document issued to an individual prior to the issuance of a professional certificate;
- (5) "Standard college or university" means an institution accredited by the Southern Association of Colleges and Schools or by one of the other recognized regional accrediting agencies or by the Education Professional Standards Board;
- (6) "Student teacher" means an adult who has completed the prerequisite teacher preparation as prescribed by the accredited teacher education institution in which he or she is enrolled, and who is jointly assigned by the institution and a local school district to engage in a period of practice teaching under the direction and supervision of the administrative and teaching staff of the school district and the institution; and
- (7) "Teacher's aide" means an adult school employee who works under the direction of the professional administrative and teaching staff in performing, within the limitations of his or her training and competency, certain instructional and noninstructional functions in the school program including, but not limited to, clerical duties, tutoring individual pupils, leading pupils in recreational activities, conducting pupils from place to place, assisting with classroom instruction as directed by the teacher, aiding the school librarian, and preparing and organizing instructional materials and equipment.

➔Section 5. KRS 161.032 is amended to read as follows:

- (1) (a) There is hereby created a certification incentive fund in the State Treasury to be administered by the Education Professional Standards Board. The fund shall provide grants to eligible recipients for conducting institutes as described in KRS 161.048(8), including the costs of salaries of institute instructors, consultants, materials, stipends and loans to participants, other costs associated with the institutes, and costs of assistance to teachers throughout their first year of teaching.
- (b) Eligible recipients of grant funds may be nonprofit organizations, institutions, and agencies, including but not limited to postsecondary education institutions, school districts, education cooperatives, and consortia of school districts.
- (c) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the grant program, including minimal participation levels and maximum grant awards.
- (2) (a) ~~Priority for the institutes funded under this section for academic years 2008-2009 through 2011-2012 shall be for the purpose of certifying teachers in high school mathematics, chemistry, integrated science, and physics, and middle school mathematics and earth science under the provisions of KRS 161.048 (8), Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. At the completion of academic year 2011-2012,~~ The Education Professional Standards Board shall determine priority for specific institutes.
- (b) The board shall request proposals and approve at least one (1) summer institute for the purpose described in paragraph (a) of this subsection each academic year. The institute shall be a minimum of ninety (90) clock hours, based on six (6) hour days for a three (3) week period.
- (c) Each individual who completes a summer institute shall have additional hours of formal instruction or assistance during the first year of teaching to reach the minimum number of clock hours as required in KRS 161.048(8)(b)~~{2}~~.
- (d) ~~Notwithstanding KRS 161.030, an alternative teacher certification candidate participating in the institute described in the provisions of this subsection shall not be required to participate in the teacher internship program until the second year of teaching.~~ The candidate shall be assigned a teacher mentor by the grant recipient the first year of teaching. Payment of the teacher mentor shall be from the grant provided under subsection (1) of this section.
- (3) (a) Individuals who are accepted into an institute shall be provided a forgivable loan incentive at the beginning of the institute to encourage their participation. The amount of the forgivable loan shall be determined by the Education Professional Standards Board. The loan shall be forgiven if the participant teaches in a Kentucky public or Kentucky Board of Education certified nonpublic school for one (1) year within the three (3) years following the awarding of the loan.
- (b) If an individual does not successfully complete the institute or teach ~~mathematics or science~~ in a qualifying Kentucky school, the loan must be repaid according to procedures promulgated in administrative regulation by the Kentucky Higher Education Assistance Authority.
- (c) The Education Professional Standards Board shall enter into a memorandum of understanding with the Kentucky Higher Education Assistance Authority to administer the forgivable loan incentive under this section. Based on the memorandum of understanding, the authority may retain a portion of the funds for administering the forgivable loan incentive. Funds recovered under provisions of this section, minus the administrative costs, shall be returned to the State Treasury.
- (4) Each individual who successfully completes a summer institute shall be awarded a stipend equal to the amount of the forgivable loan as described in subsection (3) of this section. The stipend shall be awarded at the end of the institute without restrictions.
- (5) Grant recipients and local school districts may offer financial incentives to potential participants and individuals who complete an institute from fund sources other than the grant funds.

➔Section 6. KRS 161.048 is amended to read as follows:

- (1) The General Assembly hereby finds that:
  - (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;

2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
  3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
  4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
  5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers;
- (b) There are hereby established alternative certification program options as described in subsections (2) to (10) of this section;
  - (c) It is the intent of the General Assembly that the Education Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky;
  - (d) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs; and
  - (e) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section. If the certification option requires employment prior to certification, the procedures shall establish a process for candidates to obtain an eligible for hire letter from the Education Professional Standards Board.
- (2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience ~~and has been offered employment in a local school district~~ shall receive a one (1) year provisional certificate with approval by the Education Professional Standards Board of ~~an~~ ~~a joint~~ application by the individual ~~and the employing school district~~ under the following conditions:
- (a) The application contains documentation of all education and work experience;
  - (b) The candidate has documented exceptional work experience in the area in which certification is being sought; and
  - (c) The candidate possesses:
    1. A bachelor's degree or a graduate degree;
    2. A minimum cumulative grade point average of two and seventy-five hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3.0) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and
    3. An academic major or a passing score on the academic content assessment in the area in which certification is being sought by the applicant as designated by the Education Professional Standards Board.
- ~~[The candidate shall participate in the teacher internship program under KRS 161.030.]~~ After successful completion of *one (1) year of teaching and upon the recommendation of the employing school district to the Education Professional Standards Board* ~~(the internship program)~~, the candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with a professional certificate.
- (3) Option 2: Certification through a local school district training program. A local school district or group of school districts may seek approval for a training program. The state-approved local school district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by the Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local school district alternative training program, the candidate shall possess:





~~Upon an offer of employment by a school district, ]~~The eligible veteran shall receive a one (1) year provisional certificate with approval by the Education Professional Standards Board of ~~an~~~~[a joint]~~ application by the veteran~~[and the employing school district]. [During this year, the veteran shall participate in the teacher internship program under KRS 161.030. ]~~After successful completion of **one (1) year of teaching and upon the recommendation of the employing school district to the Education Professional Standards Board**~~[the internship program]~~, the veteran shall receive a professional certificate.

- (7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a one (1) year provisional certificate~~[and shall participate in the Kentucky teacher internship program, notwithstanding provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board].~~ The one (1) year provisional certificate may be renewed four (4) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program~~[, the internship program requirements,]~~ and all academic content assessments in the specific teaching field of the applicant as designated by the Education Professional Standards Board, **and upon the recommendation of the employing school district.**
- (8) Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. This option shall not be limited to teaching in shortage areas. An individual certified under provisions of this subsection shall be issued a one (1) year provisional certificate, renewable for a maximum of four (4) additional years with approval of the Education Professional Standards Board.
- (a) The candidate shall possess:
1. A bachelor's degree with a declared academic major in the area in which certification is sought or a graduate degree in a field related to the area in which certification is sought; **and**
  2. A minimum cumulative grade point average of two and seventy-five hundredths (2.75) on a four (4) point scale or a minimum grade point average of three (3) on a four (4) point scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution~~;~~
  3. ~~A passing score on the GRE or equivalent as designated by the Education Professional Standards Board. A candidate who has a terminal degree shall be exempt from the requirements of this subparagraph; and~~
  4. ~~A passing score on the academic content assessment in the area in which certification is being sought as designated by the Education Professional Standards Board].~~
- (b) **Upon meeting the requirements of paragraph (a) of this subsection and enrolling in an approved institute, the Education Professional Standards Board shall issue the candidate a**~~[Prior to receiving the]~~ one (1) year provisional certificate or during the first year of the certificate, the teacher shall complete the following:
1. For elementary teaching, the individual shall successfully complete ~~[the equivalent of]~~ a two hundred forty (240) hour institute **that is an equivalent of**~~[, based on]~~ six (6) hour days for eight (8) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.
  2. For middle and secondary teaching, the individual shall successfully complete ~~[the equivalent of]~~ a one hundred eighty (180) hour institute **that is an equivalent of**~~[, based on]~~ six (6) hour days for six (6) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board and shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.
- (c) ~~[The candidate shall participate in the teacher internship program under KRS 161.030. After successful completion of the internship program, ]~~The candidate shall receive a professional certificate and shall be subject to certificate renewal requirements the same as other teachers with a professional certificate:

1. *After meeting the requirements of this option;*
  2. *After obtaining a passing score on the academic content assessment in the area in which certification is being sought;*
  3. *After successfully completing one (1) year of teaching; and*
  4. *Upon the recommendation of the employing school district to the Education Professional Standards Board.*
- (9) Option 8: Certification of a Teach for America participant to teach in elementary, middle, or high schools. Nothing in this subsection shall conflict with the participation criteria of the Teach for America program. An individual certified under this subsection shall be issued a one (1) year provisional certificate.
- (a) The candidate shall possess:
    1. ~~{An offer of employment from a local school district;~~
    2. ~~—~~A bachelor's degree;
    - 2.~~{3-}~~ A successful completion of the summer training institute and ongoing professional development required by Teach for America, including instruction in goal-oriented, standards-based instruction, diagnosing and assessing students, lesson planning and instructional delivery, classroom management, maximizing learning for diverse students, and teaching methodologies; and
    - 3.~~{4-}~~ A passing score on the academic content assessment in the area in which certification is being sought as designated by the Education Professional Standards Board.
  - (b) The provisional certificate granted under ~~{paragraph (a) of }~~this subsection may be renewed two (2) times with a recommendation of the superintendent and approval of the Education Professional Standards Board.
  - (c) A Teach for America participant ~~{who is approved for a second renewal of his or her provisional certificate under paragraph (b) of this subsection may participate in the teacher internship program under KRS 161.030.~~
  - ~~(d)~~ A Teach for America participant ~~{}~~shall be issued a professional certificate upon the participant's successful completion of *one (1) year of teaching* ~~{the internship program}~~ and *the* assessments relating to teaching of subject matter required by the Education Professional Standards Board under KRS 161.030, *and upon the recommendation of the employing school district to the Education Professional Standards Board.*
  - ~~(d){(e)}~~ Notwithstanding any statute or administrative regulation to the contrary, a teacher certified under this subsection shall have ten (10) years ~~{from the date that the teacher successfully completed the internship program}~~ to complete a master's degree or fifth year program, or the equivalent as specified by the Education Professional Standards Board in administrative regulation.
- (10) Option 9: Expedited certification of a person to teach at any grade level through a cooperative program. With approval of the Education Professional Standards Board, a college or university may partner with a school district to develop an expedited certification program that results in a bachelor's degree and initial certification within three (3) school years.
- (a) The program shall:
    1. Include a residency or paraprofessional component which employs the person within the participating district for the duration of the program to gain work experience to supplement the expedited program and reduced coursework;
    2. Utilize experienced teachers employed by the district to provide coaching and to mentor the candidates; and
    3. Be designed to meet the needs of the participating district and may include an emphasis in developing a teacher pipeline for the district's students, improving the numbers of underrepresented populations among the district's workforce, or focusing on increasing the number of teachers with certification areas that are in high demand.

- (b) A school district entering into a cooperative partnership shall ensure the availability of funding for each candidate employed within the district in the residency or paraprofessional program for the duration of the candidate's participation in the program. However, nothing in this subsection shall be interpreted as requiring the district to continue employing the candidate during the program or after the candidate has received initial certification.
  - (c) A person who has begun a traditional path or another option for certification shall be eligible to transfer into this option if the person meets the program's requirements.
  - (d) If a school district participating in a cooperative partnership determines to end the partnership, the district shall no longer accept new candidates to the program but shall continue the partnership until the district's employed candidates for Option 9 certification complete the program or are no longer employed by the district.
- (11) A public school teacher certified under subsections (2) to (10) of this section shall be placed on the local district salary schedule for the rank corresponding to the degree held by the teacher.
- (12) Subsections (1) to (3) of this section notwithstanding, a candidate who possesses the following qualifications may receive certification for teaching programs for exceptional students:
- (a) An out-of-state license to teach exceptional students; *and*
  - (b) A bachelor's or master's degree in the certification area or closely related area for which certification is sought; ~~and~~
  - ~~(c) Successful completion of the teacher internship program requirement required under KRS 161.030}.~~

➔Section 7. KRS 161.049 is amended to read as follows:

- (1) As used in this section, "professional support team" means a school principal, an experienced teacher, a college or university faculty member, and an instructional supervisor. If an instructional supervisor or college or university faculty member is not available, the district shall assign a member with comparable experience. The school principal shall serve as the chairman of the team.
- (2) The Education Professional Standards Board shall establish a training program for professional support teams which shall be implemented by the board or contracted with another agency. The training shall include content and procedures for the evaluation of teacher candidates. Completion of the training shall be evidenced by successfully passing the examinations prescribed by the board.
- (3) A local school district seeking to hire a teacher pursuant to KRS 161.048(3) shall submit a plan for a local district alternative training program to the Education Professional Standards Board and have it approved in accordance with administrative regulations established by the Board. The district shall show evidence that it has sought joint sponsorship of the program with a college or university. No local school district shall employ a teacher seeking certification in a state-approved local district training program unless it has submitted a plan and received approval by the Education Professional Standards Board.
- (4) Each state approved local district alternative training program shall provide the teacher candidate with essential knowledge and skills and include, but not be limited to, the following components:
  - (a) A full-time seminar and practicum of no less than eight (8) weeks' duration prior to the time the candidate assumes responsibility for a classroom. The content of the formal instruction shall be prescribed by the Education Professional Standards Board and shall include an introduction to basic teaching skills through supervised teaching experiences with students, as well as an orientation on the policies, organization, and curriculum of the employing district.
  - (b) A period of classroom supervision while the candidate assumes responsibility on a one-half (1/2) time basis for a classroom and continuing for eighteen (18) weeks. During this period, the candidate shall be visited and critiqued no less than one (1) time per week by one (1) or more members of a professional support team appointed by the local district and assigned according to the administrative regulations adopted by the Education Professional Standards Board. The candidate shall be formally evaluated at the end of five (5) weeks, at the end of the second five (5) weeks, and at the end of the last eight (8) weeks by the members of the team. During this period, the candidate shall continue formal instruction which emphasizes student assessment, child development, learning, curriculum, instruction of exceptional children, and school and classroom organization.

- (c) An additional period of at least eighteen (18) weeks continued supervision of the teacher candidate who may be assigned full-time classroom duties. During this period the teacher candidate shall be critiqued at least once per month and shall be observed formally and evaluated at least twice. No more than two (2) months shall pass without a formal observation. Formal instruction shall also continue during this period. In addition, opportunities shall be provided for the teacher candidate to observe the teaching of experienced teachers.
- (5) At least two hundred fifty (250) hours of formal instruction shall be provided in all three (3) phases of the program combined.
- (6) At the conclusion of the alternative training program, the chair of the support team shall prepare a comprehensive evaluation report on the teacher candidate's performance. This report shall be submitted to the Education Professional Standards Board and shall contain a recommendation as to whether the teacher candidate shall be issued a **teaching certificate** ~~one (1) year certificate of eligibility to complete the internship pursuant to KRS 161.030~~. The support team shall make one (1) of the following recommendations:
  - (a) Approved: recommends issuance of **the** certificate ~~to complete the internship~~;
  - (b) Insufficient: recommends the candidate be allowed to seek reentry into a teacher preparation program; or
  - (c) Disapproved: recommends the candidate not be allowed to enter a teacher preparation program.

➔Section 8. KRS 161.053 is amended to read as follows:

- (1) The Education Professional Standards Board shall have the authority and responsibility to certify as a teacher of exceptional children/communication disorders, an individual who has:
  - (a) Completed an approved program of preparation that corresponds to the certificate;
  - (b) Achieved a passing score on an appropriate assessment as determined by the Education Professional Standards Board;
  - (c) Fulfilled other requirements for teacher certification as determined by the Education Professional Standards Board, in accordance with KRS Chapter 161 and administrative regulations promulgated thereunder; and
  - (d) Completed the requirements set forth in subsection (2) of this section.
- (2) The Education Professional Standards Board shall issue two (2) levels of certification for teachers of exceptional children/communication disorders:
  - (a) Baccalaureate level certification shall be issued to a person who has:
    - 1. Completed an approved program of preparation leading to a bachelor's degree in speech-language pathology;
    - 2. Been granted licensure as a speech-language pathology assistant from the Kentucky Board of Speech-Language Pathology and Audiology, under KRS Chapter 334A; and
    - 3. Completed the other requirements set forth in subsection (1) of this section; and
  - (b) Master's level certification shall be issued to a person who has:
    - 1. Completed an approved program of preparation leading to a master's degree in speech-language pathology; and
    - 2. Completed the other requirements specified in subsection (1) of this section.
- (3) A person holding licensure through the Kentucky Board of Speech-Language Pathology and Audiology as a speech-language pathology assistant, but not certified as a teacher of exceptional children/communication disorders, may:
  - (a) Continue to work in the public schools as a classified employee under the provisions of KRS Chapter 334A and administrative regulations promulgated by the Kentucky Board of Speech-Language Pathology and Audiology; or
  - (b) Pursue certification as a baccalaureate level teacher of exceptional children/communication disorders while working as a speech-language pathology assistant.

(4) ~~Candidates for certification as a teacher of exceptional children/communication disorders shall participate in the teacher internship program under KRS 161.030.~~

~~(5)~~ A bachelor's level teacher of exceptional children/communication disorders shall work under requirements for speech-language pathology assistants set forth in KRS Chapter 334A.

~~(5)~~~~(6)~~ The Education Professional Standards Board shall develop a policy through the promulgation of administrative regulations by June 30, 2001, to permit a speech-language pathology assistant with two (2) years or more of successful professional experience pursuing certification as a baccalaureate level teacher of exceptional children to:

- (a) Substitute prior professional experience for student teaching requirements; and
- (b) Substitute prior professional experience for beginning teacher internship requirements.

~~(6)~~~~(7)~~ A teacher of exceptional children/communication disorders shall receive salary and benefits, including membership in the Teachers' Retirement System, commensurate with his or her education, certification, and experience as prescribed by law. Years of experience as a speech-language pathology assistant shall be included in the calculation of all benefits, including membership in the Teachers' Retirement System, for individuals with baccalaureate level certification as a teacher of exceptional children/communication disorders.

➔Section 9. The following KRS section is repealed:

161.1222 Pilot teacher internship program -- Report to Interim Joint Committee on Education -- Appropriated funds.

➔Section 10. Whereas additional certified teachers are needed in Kentucky's classrooms and alternate pathways will increase the numbers of certified teachers, an emergency is declared to exist, and Section 6 of this Act takes effect upon its passage and approval by the Governor or upon its otherwise becoming a law.

**Signed by Governor April 9, 2024.**