

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
Education Professional Standards Board
(Amended After Comments)

16 KAR 6:010. Assessment prerequisites for teacher certification.

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

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

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board (EPSB) to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) require the EPSB~~[Education Professional Standards Board]~~ to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the applicable assessments identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The EPSB~~[Education Professional Standards Board]~~ shall require the assessment or assessments and passing scores identified in this section for each new teacher applicant and each teacher seeking an additional certificate. (1) An applicant for Interdisciplinary Early Childhood Education certification (birth to primary) shall take **"Interdisciplinary Early Childhood Education (5023)" - 166.**~~["Education of Young Children (5024)" - 160"]~~~~["Interdisciplinary Early Childhood Education (5023)" - 166.]~~

(2) An applicant for Elementary certification (grades P-5) shall take "Elementary Education: Multi-Subjects Test (5001)" with the following passing scores on the corresponding assessment sections:

- (a) "Elementary Education: Reading and Language Arts (5002)" - 157;
- (b) "Elementary Education: Mathematics (5003)" - 157;
- (c) "Elementary Education: Social Studies (5004)" - 155; and
- (d) "Elementary Education: Science (5005)" - 159.

(3) An applicant for certification at the middle school level (grades 5 through 9) shall take the content assessment or assessments based on the applicant's content area or areas with the corresponding passing scores as identified in this subsection:

(a) Middle School English and Communications: "Middle School English Language Arts (5047)" - 164;

(b) Middle School Mathematics: **"Middle School Mathematics (5164)" - 157.**~~["Middle School Mathematics (5169)" - 165];~~

(c) Middle School Science: **"Middle School Science (5442)" - 152.**~~["Middle School Science (5440)" - 150];~~ or

(d) Middle School Social Studies: "Middle School Social Studies (5089)"~~[:]~~ - 149.

(4) An applicant for certification at the secondary level (grades 8 through 12) shall take the content assessment or assessments corresponding to the applicant's content area or areas with the passing scores identified in this subsection:

- (a) Biology: "Biology: Content Knowledge (5235)" - 146;
- (b) Chemistry: "Chemistry: Content Knowledge (5245)" - 147;
- (c) Earth Science: "Earth and Space Sciences: Content Knowledge (5571)" - 147;
- (d) English: "English Language Arts: Content and Analysis (5039)" - 168;

(e) Mathematics: "Mathematics (5165)" - 159~~Mathematics: Content Knowledge (5161)" - 160~~];

(f) Physics: "Physics: Content Knowledge (5265)" - 133; or

(g) Social Studies: "Social Studies: Content and Interpretation (5086)" - 153.

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

(a) Art: "Art: Content and Analysis (5135)" - 161;

(b) Chinese: "Chinese (Mandarin): World Language (5665)" - 164;

(c) French: "French: World Language (5174)" - 162;

(d) German: "German: World Language (5183)" - 163;

(e) Japanese: "Japanese: World Language (5661)" - 156;

~~(f)~~ Health: "Health Education (5551)" - 155;

~~(g)~~ Health and Physical Education:

1. "Health and Physical Education: Content Knowledge (5857)" - 160; and

2. "Physical Education: "Physical Education: Content and Design (5095)" - 169;

~~(h)~~ Integrated Music: "Music: Content and Instruction (5114)" - 162;

~~(i)~~ Instrumental Music: "Music: Instrumental and General Knowledge (5115)" - 150~~"Music: Content and Analysis (5114)" - 162~~];

~~(j)~~ Vocal Music: "Music: Vocal and General Knowledge (5116)" - 153~~"Music: Content and Analysis (5114)" - 162~~];

~~(k)~~ Latin: "Latin (5601)" - 166;

~~(l)~~ Physical Education: "Physical Education: Content and Design (5095)" - 169;

~~(m)~~ School Media Librarian: "Library Media Specialist (5311)" - 156;

~~(n)~~ School Psychologist: "School Psychologist (5402)" - 147; or

~~(o)~~ Spanish: "Spanish: World Language (5195)" - 168.

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

(a) Communication Disorders:

1. "Special Education: Core Content Knowledge and Applications (5354)" - 151; and

2. "Speech-Language Pathology (5331)" - 162;

(b) Hearing Impaired:

1. "Special Education: Core Knowledge and Applications (5354)" - 151; and

2. "Special Education: Education of Deaf and Hard of Hearing Students (5272)" - 160;

(c) Hearing Impaired With Sign Proficiency:

1. "Special Education: Core Knowledge and Applications (5354)" - 151;

2. "Special Education: Education of Deaf and Hard of Hearing Students (5272)" - 160; and

3. "American Sign Language Proficiency Interview (ASLPI)" - 3+;

(d) Learning and Behavior Disorders: "Special Education: Core Knowledge and Mild to Moderate Applications (5543)" - 158;

(e) Moderate and Severe Disabilities: "Special Education: Core Knowledge and Severe to Profound Applications (5545)" - 158; or

(f) Visually Impaired:

1. "Special Education: Core Knowledge and Applications (5354)" - 151; and

2. "Special Education: Teaching Students with Visual Impairments (5282)" – 163.

(7) A holder of an exceptional child certificate in Learning and Behavior Disorders or Moderate and Severe Disabilities who is seeking additional certification for any exceptional children teaching certificate listed in subsection (6) of this section shall not be required to take "Special Education: Core Knowledge and Applications (5354)".

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

1. Agriculture: "Agriculture (5701)" – 147;
2. Business and Marketing Education: "Business Education (5101)" - 154;
3. Family and Consumer Science: "Family and Consumer Sciences (5122)" – 153; or
4. Engineering and Technology Education: "Technology Education (5051)" -159.

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

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

(a) English as a Second Language:

1. Until August 31, 2017: "English to Speakers of Other Languages (5361)" - 157; or
2. Beginning September 1, 2017: "English to Speakers of Other Languages (5362)" – 155;

(b) Speech/Media Communications: "Speech Communication (5221)" – 146; or

(c) Theater: "Theatre (5641)" - 162.

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

(a) American Sign Language: "American Sign Language Proficiency Interview (ASLPI)" - 3+;

(b) English as a Second Language:

1. Until August 31, 2017: "English to Speakers of Other Languages (5361)" – 157; or
2. Beginning September 1, 2017: "English to Speakers of Other Languages (5362)" – 155;

(c) Learning and Behavior Disorders, grades 8 - 12: "Special Education: Core Knowledge and Mild to Moderate Applications (5543)" - 158;

(d) Literacy Specialist: "Reading Specialist (5302)" - 165~~["Reading Specialist (5301)" – 164]~~;

(e) Gifted Education, grades primary - 12: "Gifted Education (5358)" – 157; or

(f) Reading Primary through Grade 12: "Teaching Reading: K-12 (5206)" – 156~~["Teaching Reading (5204)" – 153]~~.

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

(1) An applicant for Elementary certification (grades primary – 5) shall take "Principles of Learning and Teaching: Grades kindergarten - 6 (5622)" - 160.

(2) An applicant for certification at the middle school level (grades 5 through 9) shall take "Principles of Learning and Teaching: Grades 5 - 9 (5623)" - 160.

(3) An applicant for certification at the secondary level (grades 8 through 12) shall take "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

(4) An applicant for certification in all grades with a content area identified in Section 2(5) of this administrative regulation shall take one (1) of the following assessments and achieve the corresponding passing score or higher:

(a) "Principles of Learning and Teaching: Grades kindergarten – 6 (5622)" - 160;

(b) "Principles of Learning and Teaching: Grades 5 – 9 (5623)" - 160; or

(c) "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

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

(6) An applicant for Career and Technical Education certification in grades 5 through 12 shall take one (1) of the following assessments and receive the identified passing score:

(a) "Principles of Learning and Teaching: Grades kindergarten - 6 (5622)" - 160;

(b) "Principles of Learning and Teaching: Grades 5 - 9 (5623)" - 160; or

(c) "Principles of Learning and Teaching: Grades 7 - 12 (5624)" - 160.

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

(2) A teacher who fails to complete application for certification to the EPSB~~[Education Professional Standards Board]~~ within the applicable recency period of the assessment and with the passing score established at the time of administration shall retake the applicable assessment or assessments and achieve the passing score or scores required for certification at the time of application.

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

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

(a) The Educational Testing Service; or

(b) The agency established by the EPSB~~[Education Professional Standards Board]~~ as the authorized test administrator.

(2) An applicant shall authorize assessment results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the EPSB~~[Education Professional Standards Board]~~ and to the teacher preparation institution where the applicant received the relevant training.

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

(b) An applicant shall seek information regarding the dates and location of the assessments and make application for the appropriate assessment prior to the deadline established and sufficiently in advance of anticipated employment to permit assessment results to be received by the EPSB~~[Education Professional Standards Board]~~ and processed in the normal certification cycle.

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

Section 7. An applicant who fails to achieve at least the minimum passing score on any of the applicable assessments may retake the assessment.

Section 8. The ~~EPSB~~[~~Education Professional Standards Board~~] in conjunction with the Kentucky Center for Statistics[~~Kentucky Center for Education and Workforce Statistics~~] shall collect data and conduct analyses of the scores and institutional reports provided by the Educational Testing Service or other authorized test administrator to determine the impact of these assessments.

LISA RUDZINSKI, Board Chair

APPROVED BY AGENCY: October 12, 2021

FILED WITH LRC: October 15, 2021 at 9:50 a.m.

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this proposed administrative regulation shall be held on September 23, 2021, at 10:00 a.m. in the State Board Room, Fifth Floor, 300 Sower Boulevard, Frankfort, Kentucky. Individuals interested in being heard at this meeting shall notify this agency in writing five working days 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 through September 30, 2021. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to:

CONTACT PERSON: Todd Allen, General Counsel, Kentucky Department of Education, 300 Sower Boulevard, 5th Floor, Frankfort, Kentucky 40601, phone 502-564-4474, fax 502-564-9321; email regcomments@education.ky.gov.

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

Contact Person: Todd Allen

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation establishes the examination prerequisites for teacher certification.

(b) The necessity of this administrative regulation: This administrative regulation is necessary to identify the assessments and qualifying scores that are required for teacher certification.

(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(3) and (4) require the Education Professional Standards Board to select the appropriate assessments required for issuance of teacher certification.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This administrative regulation identifies the requisite assessments and qualifying 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 updates certain Praxis II assessments to the new version and includes new assessments for

certification areas that previously did not have one. The amendment also allows for adoption of the recommended cut-scores set by the Educational Testing Service. After comments, the EPSB revised the amendment to return to the previous test for certification for Interdisciplinary Early Childhood Education (IECE).

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to update required assessments to new versions for those that are being discontinued. It is also necessary to adopt the assessment for certification areas that previously did not have an assessment. The after comments amendment is also necessary to return to the IECE exam that better aligns with the certificate and preparation program.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 161.030(3) and (4) require the Education Professional Standards Board to select the appropriate assessments required for issuance of teacher certification. The amendment identifies those assessments and qualifying scores for certain certification areas.

(d) How the amendment will assist in the effective administration of the statutes: The amendment updates the required assessments to new versions for those assessments that are being discontinued. It also identifies the assessment for certification areas that previously did not have an assessment. The after comments amendment returns to the IECE exam that better aligns with the certificate and preparation program.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: 172 Kentucky school districts, 30 educator preparation program providers, and applicants for teacher certification.

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

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: The approved educator preparation programs, and any programs seeking future approval, will have to ensure that their students have knowledge of and are prepared for the required assessments. Applicants for certification will have to successfully complete the assessments required for the certification area they are pursuing.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): The applicant will have to bear the cost of the assessment unless it is provided by another entity. The fee is established by the test provider. There is no fee established or received by the Education Professional Standards Board.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Applicants will benefit from having clearly identified assessments that align to the area of certification sought. Districts will have a pool of certified candidates that demonstrated competency on content assessments for the corresponding area of certification.

(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 amendment.

(8) State whether or not this administrative regulation established any fees or directly or indirectly increased any fees: Certification fees are established by 16 KAR 4:040. Testing fees are established by the test provider. No additional fees are established by this regulation.

(9) TIERING: Is tiering applied? Tiering is not applicable to the requirements of this regulation.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

(1) 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? The Education Professional Standards Board, public colleges and universities with educator preparation programs and public-school districts.

(2) Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 161.020, KRS 161.028, KRS 161.030.

(3) Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

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

(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 will be no additional revenues created by this amendment.

(c) How much will it cost to administer this program for the first year? There are no costs associated with this amendment.

(d) How much will it cost to administer this program for subsequent years? There are no costs associated with the amendment.

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 cost incurring program but, rather, establishes the examination prerequisites for teacher certification.