

16 KAR 8:030. Continuing education option for rank change.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.1211

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), (f), (q), 161.030, 161.095, 161.1211

CERTIFICATION STATEMENT:

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.095 requires the Education Professional Standards Board to promulgate an administrative regulation establishing procedures for a teacher to maintain a certificate by successfully completing meaningful continuing education. KRS 161.028(1)(f) and 161.030 authorize the board to issue and renew certification for professional school personnel, and KRS 161.028(1)(q) authorizes the board to charge reasonable certification fees. KRS 161.1211 establishes certificate ranks and requires the board to issue rank classifications. This administrative regulation establishes the procedures for the continuing education option for rank change.

Section 1. The Continuing Education Option shall only be used to obtain either Rank II or Rank I.

Section 2. The Continuing Education Option shall require the completion of Plan I or Plan II of this administrative regulation.

Section 3. Plan I.

(1) Plan I shall have the following program requirements:

(a) Plan I shall consist of four (4) phases:

1. Phase one (1): Completion of an instructional seminar established in subsection 2(b) of this section, and development of a plan for job-embedded professional development;
2. Phase two (2): Content exploration and research;
3. Phase three (3): Student instruction and assessment; and
4. Phase four (4): Professional demonstration and publication.

(b) In addition to the completion of the four (4) phases established in paragraph (a) of this subsection, a candidate for Plan I shall develop a leadership project aligned to the job-embedded professional development.

(2) A candidate for Plan I for rank change shall:

- (a) Attend a board-approved program orientation meeting; and
- (b) Successfully complete a board-approved seminar on how to build a plan for job-embedded professional development.

(3)

(a)

1. A Kentucky school district, group of Kentucky school districts, or Kentucky postsecondary institution with an accredited educator preparation program may make application to the Education Professional Standards Board for approval to sponsor a seminar on how to build a plan for job-embedded professional development.
2. The Education Professional Standards Board may sponsor a seminar on how to build a plan for job-embedded professional development in a district or group of districts in which a seminar is not otherwise offered.

(b) The seminar on how to build a plan for job-embedded professional development shall be led by a continuing education option coach.

(c) The seminar on how to build a plan for job-embedded professional development may be a blend of:

1. Web-based instruction; and
2. Face-to-face cohort meetings.

- (d) The Education Professional Standards Board may provide Web-based instruction through an on-line module.
- (e) A seminar sponsor shall offer face-to-face cohort meetings at least two (2) times per month during the plan building seminar.
- (4) Following completion of phase one (1) of Plan I, a seminar sponsor shall continue face-to-face cohort meetings on a monthly basis.
- (5) Payment of seminar tuition.
 - (a)
 - 1. Tuition for the on-line module provided by the Education Professional Standards Board shall be \$150.
 - 2. The on-line module fee shall be paid to the Education Professional Standards Board at the time of enrollment.
 - (b)
 - 1. Tuition for the cohort meetings shall be \$1,100.
 - 2. The cohort meeting fee shall be paid to the board-approved seminar sponsor.
 - (c)
 - 1. Seminar tuition shall be nonrefundable.
 - 2. A cohort meeting fee may be transferred to another seminar sponsor upon agreement between both sponsors.
- (6)
 - (a) Upon completion of the seminar, the candidate shall design an individual job-embedded professional development plan.
 - (b) The job-embedded professional development plan shall:
 - 1. Focus on a professional growth need identified by the teacher with consideration given to the needs identified in the school's consolidated plan, student assessment results, and community resources;
 - 2. Include goals correlated to:
 - a. Each of the teacher standards established in 16 KAR 1:010;
 - b. The performance indicators in the CEO Plan I Professional Development Portfolio Rubric; and
 - c. The teacher's individual professional growth needs established in subparagraph 1. of this paragraph;
 - 3. Include a timeline in which the candidate shall complete all phases of Plan 1. The timeline shall not:
 - a. Be less than one (1) year; or
 - b. Be more than four (4) years; and
 - 4. Be reviewed by the continuing education option coach for the seminar cohort.
 - (c) The continuing education option coach shall:
 - 1. Review the plans using the CEO Plan I Professional Development Plan Scoring Rubric; and
 - 2. Provide guidance to the candidate for submitting the plan to the Education Professional Standards Board for scoring.
 - (d)
 - 1. The candidate shall submit the plan to the Education Professional Standards Board for review.
 - 2. The candidate may resubmit the plan for an additional scoring if the continuing education scoring team has provided evidence of a deficiency in the plan.
 - 3. The candidate shall submit a scoring fee of \$455 to the Education Professional Standards Board with the plan.
 - 4. If a candidate submits a plan for additional scoring, the candidate shall submit a rescoring fee of fifty (50) dollars to the Education Professional Standards Board with the plan.

(7)

(a) The candidate shall participate in a job-embedded professional development experience with documented outcomes that demonstrate the accomplishment of the established goals.

(b) A job-embedded professional development experience may include university graduate credit or undergraduate content course credits that meet the goals established in the candidate's job-embedded professional growth plan.

(c) A job-embedded professional development experience shall include a combination of:

1. Research;
2. Field-experience;
3. Professional development activities;
4. Interdisciplinary networking and consultations; and
5. A leadership project.

(8)

(a) The evidence of accomplishment of the goals identified in the plan shall be documented by the candidate in a portfolio.

(b) The candidate shall present the portfolio to the Education Professional Standards Board for review and scoring.

(c) The documentation in the portfolio shall provide evidence:

1. That all performance indicators, as listed in the CEO Plan I Professional Development Portfolio Rubric, have been met;
2. Of the effects on student learning; and
3. Of the professional growth over time in:
 - a. Content knowledge;
 - b. Instructional and student assessment practices; and
 - c. Professional demonstration and publication skills.

(d) The portfolio shall be presented using a variety of media, which may include electronic recordings.

(e) The portfolio shall be submitted in either:

1. A traditional paper format with other media; or
2. An electronic format.

(f) A portfolio shall not exceed three (3) four (4) inch binders in size or its electronic equivalent.

(9) Initial application for Plan I shall be made through a seminar sponsor approved by the Education Professional Standards Board.

(10) The approved seminar sponsor shall report all enrolled applicants to the Education Professional Standards Board.

(11) A team of two (2) scorers approved by the Education Professional Standards Board shall review and score the continuing education portfolio.

(12) The scorers shall be selected by the Education Professional Standards Board from a cadre of educators representing teachers, principals, central office instructional personnel, and higher education faculty.

(13) The two (2) person scoring team shall:

(a) Score the candidate's portfolio using the CEO Plan I Professional Development Portfolio Rubric;

(b)

1. Recommend the teacher for rank change to the Education Professional Standards Board; or
2. Report results to the Education Professional Standards Board using the scoring rubric to indicate which standards were not met; and

- (c) Receive training from the Education Professional Standards Board to score the portfolios in a consistent and reliable manner.
- (14)
 - (a) If the two (2) person scoring team cannot reach consensus in the review process, a third scorer shall score the portfolio.
 - (b) An average of the scores shall determine whether the portfolio contained evidence that the teaching standards established in 16 KAR 1:010 were met.
- (15)
 - (a) If the teacher's portfolio does not contain evidence that the teaching standards in 16 KAR 1:010 have been met, the teacher may resubmit a partial portfolio for rescoring, which shall contain documented evidence on the unmet standard or standards.
 - (b) The rescoring process shall follow the same procedures as the initial scoring process established in this section.
 - (c) The teacher shall receive feedback from the initial scoring regarding additional evidence that may be needed to show that goals were accomplished and that all teaching standards in 16 KAR 1:010 were met.
- (16) A scoring fee of \$1,400 shall be assessed to each Plan I candidate.
- (17) The fee shall be used to pay expenses for the actual cost of administration of the Plan I program including the costs associated with the following:
 - (a) The evaluation of approved seminar provider programs;
 - (b) Training the continuing education option coaches who lead the seminars;
 - (c) Training and compensating the portfolio reading team members; and
 - (d) The initial scoring of the portfolio.
- (18) Payment shall be made to the Education Professional Standards Board.
- (19) The full fee shall be submitted with the portfolio for scoring.
- (20) The initial scoring fee shall provide for one (1) scoring of all parts of the portfolio.
- (21)
 - (a) A fee of \$140 shall be assessed for each unmet standard that requires rescoring.
 - (b) The rescoring fee, if applicable, shall be submitted to the Education Professional Standards Board with the revised portfolio.
- (22) Portfolios shall be scored by the Education Professional Standards Board on an annual basis.
- (23) A candidate shall have been enrolled in the continuing education option program for at least twelve (12) months prior to submission of the portfolio to the Education Professional Standards Board for scoring.
- (24) A candidate shall submit a portfolio to the Education Professional Standards Board for initial scoring between July 1 and July 15.
- (25) The date of portfolio submission shall be either:
 - (a) The day the portfolio is hand-delivered to the Education Professional Standards Board offices; or
 - (b) The date of the postmark.
- (26)
 - (a) A portfolio that requires rescoring shall be resubmitted during one (1) of the rescoring windows of October 1 through 15 or January 1 through 15.
 - (b) Portfolios not submitted within the rescoring window shall be resubmitted in accordance with the schedule established in subsection (24) of this section.
- (27) All portfolios shall become the property of the Education Professional Standards Board.
- (28)
 - (a) The Education Professional Standards Board shall provide electronic tracking of all portfolios to identify cases of plagiarism.

(b) Instances of plagiarism shall be reported to the Education Professional Standards Board for disciplinary action.

Section 4. Plan II.

(1) Plan II shall require the completion of a continuing education program approved by the Education Professional Standards Board.

(2) Plan II programs shall require the candidate to participate in a job-embedded professional development experience with documented outcomes included in a capstone project.

(a) A job-embedded professional development experience shall:

1. Focus on a professional growth need identified by the provider with consideration given to the needs identified in the school or district's consolidated plan, student assessment results, and community resources;

2. Include goals correlated to each of:

a. The teaching standards established in 16 KAR 1:010; or

b. The standards for teacher leader established in 16 KAR 1:016; and

3. Require the candidate to demonstrate that all standards identified in subparagraph 2 of this subsection have been met.

(b) A job-embedded professional development experience may include university graduate credit or undergraduate content course credits that meet the goals established in paragraph (a) of this subsection.

(c) A job-embedded professional development experience shall include a combination of:

1. Research;

2. Field-experience; and

3. Professional development activities.

(d) A job-embedded professional development experience shall cover the areas of:

1. Content exploration and research;

2. Student instruction and assessment; and

3. Professional development and publication.

(3) The Plan II program shall include mentoring of the candidate and oversight by the provider.

(4) The capstone project shall provide evidence:

(a) That standards identified in subsection (2)(a)2. of this section have been met;

(b) Of positive effects on student learning; and

(c) Of professional growth over time in:

1. Content knowledge;

2. Instruction and assessment practices; and

3. Professional demonstration and publication skills.

(5) The program provider shall document how the capstone project will be embedded in the program, how it will be scored, and what steps will be taken to protect against plagiarism.

(6) Providers shall report instances of plagiarism to the Education Professional Standards Board for disciplinary action.

(7) The timeline for completion of the Plan II program shall not:

(a) Be less than one (1) year; or

(b) Be more than four (4) years.

(8) Upon a candidate's successful completion of the Plan II program, the provider shall recommend the candidate to the Education Professional Standards Board for rank change.

(9) If a candidate is unsuccessful, the provider may work with the candidate to help the candidate successfully complete any deficient areas.

(10) A Kentucky school district, group of Kentucky school districts, or a Kentucky post-secondary institution with an accredited educator preparation program may submit a Plan II program to the Education Professional Standards Board for approval. A Plan II program must be approved by the Education Professional Standards Board prior to operation.

(11) Plan II program submissions shall document:

- (a) How the provider will meet the requirements of this section;
- (b) The criteria for successful completion of the submitted program;
- (c) How the provider will address unsuccessful candidates; and
- (d) How the capstone project will be embedded and scored.

Section 5. Incorporation by Reference.

(1) The following material is incorporated by reference:

- (a) "CEO Plan I Professional Development Plan Scoring Rubric", 2019; and
- (b) "CEO Plan I Professional Development Portfolio Rubric", 2019;

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 300 Sower Boulevard, 5th, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

(016 KAR 008:030. 24 Ky.R. 2040; 2360; eff. 5-18-1998; 25 Ky.R. 1712; 2152; eff. 3-1-1999; 28 Ky.R. 2062; 2338; eff. 5-16-2002; recodified from 704 KAR 20:022, 7-2-2002; 30 Ky.R. 2326; 31 Ky.R. 27 eff. 8-6-2004; 36 Ky.R. 125; 553; eff. 9-14-2009; 39 Ky.R. 1279; 1649; eff. 3-8-2013; 45 Ky.R. 3240, 46 Ky.R. 26; eff. 8-2-2019; Crt eff. 2-20-2026.)