

IMPLEMENTATION GUIDE  
FOR THE  
KENTUCKY TEACHER INTERNSHIP PROGRAM  
(KTIP)



2010 - 2011



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## **INTRODUCTION**

Since 1985, the ***Kentucky Teacher Internship Program (KTIP)*** has made significant contributions to the quality of teaching in Kentucky's classrooms. Recognizing the importance of providing support to new teachers, Kentucky has a long history of facilitating the induction of new professionals and establishing a culture of continuous growth for the profession.

In 1993, Kentucky's Education Professional Standards Board (EPSB) adopted the New Teacher Standards (now the revised Kentucky Teacher Standards) defining what beginning teachers are expected to know and do. Subsequently, the EPSB redesigned KTIP ensuring the standards used enabled seamless transition from teacher preparation through induction. Increased emphasis were given to helping new teachers move through a process of professional growth designed to enhance their ability to reflect on and analyze their teaching and to make the curricular and instructional adjustments necessary for ensuring maximum student learning.

The Kentucky Teacher Internship Program (KTIP) is an evolving program. Effective January 2008, all interns were evaluated using the KTIP Teacher Performance Assessment (TPA), developed in 2006. Collecting evidence and reflection selected by the intern that demonstrates the new teacher's analysis of student learning and adherence to the Kentucky Teacher Standards indicates a successful TPA.

The KTIP is a one-year internship program required of all new teachers and out-of-state teachers with less than two years of successful teaching experience who are seeking initial certification in Kentucky. Upon successful completion, the intern receives credit for one (1) year experience and retirement. The intern receives full benefits during the internship.

As cited in KRS 156.160, all Kentucky schools must meet performance standards or be accredited by a regional or national accrediting association. All teacher internships are to transpire in this environment, whether public or nonpublic schools. At-home services are not suitable for internships and not condoned by the EPSB.

**Note: Although successful completion of the internship certifies the intern to teach in Kentucky schools, it does not guarantee employment.**

The agency that directs the Kentucky Teacher Internship Program is:

The Education Professional Standards Board  
Division of Professional Learning and Assessment  
100 Airport Road, 3<sup>rd</sup> Floor  
Frankfort, Kentucky 40601  
<http://www.epsb.ky.gov/>  
Phone: 502-564-4606 or Toll Free at 888-598-7667  
Fax: 502-564-9484

## **PURPOSE AND PROCEDURES FOR ENROLLING IN KTIP**

Unless a person is participating in an alternative certification program, a prospective teacher intern shall receive a ***Statement of Eligibility (SOE)*** from the Division of Certification and present it to the employing school district, accredited non-public school, or area technology center in order to become an intern in KTIP. Upon receipt of the SOE, the KTIP district coordinator will complete and submit the ***Confirmation of Employment (COE)***, in electronic form or in hard copy if the electronic submission system is unavailable.

In cases where higher education students are enrolled in an alternative certification program, the prospective teacher intern shall receive a Temporary Provisional Certificate (TP) issued by the Division of Certification upon notification by the university. The college or university offering the program shall send a letter to the employing school district, accredited non-public school, or area technology center stating that the prospective teacher intern has completed all courses required by the college or university to participate in KTIP and that the prospective teacher intern has successfully completed all assessments required by EPSB. Upon receipt of this letter, which acts in place of an SOE, the KTIP district coordinator will complete and submit an electronic COE.

### **Purpose of the SOE or letter from the college or university**

The purpose of the SOE or letter from the college or university is to serve as evidence that the holder is eligible for teacher certification with the rank and in the subject area/grade level indicated on the Statement or TP.

The SOE is **not** a teaching certificate and **does not certify the intern for any assignment in a Kentucky school.**

It is the responsibility of the school district, accredited non-public school, or area technology center to make sure the prospective teacher intern has a valid SOE from the Division of Certification in the content area and grade level for which he/she is hired. OR, for prospective teacher interns in alternative certification programs, a letter from the college or university and a TP. If the district does not have a SOE when the prospective teacher intern is hired, or the prospective teacher intern does not hold a TP, the district shall complete a TC-4F application to request an Emergency Certificate. Contact the Division of Certification for this form. A Beginning Teacher Committee shall not be assigned to a prospective teacher intern unless the school district receives a valid SOE/COE OR a letter from the college or university with a copy of the intern's TP.

An intern may participate in an internship if the intern is teaching at least on a half-time basis. "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

## **Purpose of Confirmation of Employment (COE)**

The COE not only confirms employment, but also enables the employer to enroll the prospective teacher intern in KTIP.

The COE is located on the reverse side of the SOE and is a great source of information for the KTIP district coordinator. Until the COE is electronically submitted by the district coordinator and approved by EPSB staff, a prospective teacher intern will not participate in KTIP.

## **Procedures for Teachers to Obtain a Statement of Eligibility or Confirmation of Employment**

1. The university/college ensures the prospective teacher intern has completed all the required course work and appropriate assessments.
2. The prospective teacher intern and the university complete the [TC-1](#) application and forward the application along with the official transcripts (including the PRAXIS scores) to: Division of Certification, Education Professional Standards Board, 100 Airport Road, 3<sup>rd</sup> Floor, Frankfort, Kentucky 40601.
3. Once Certification Consultants have processed the files, the Statement of Eligibility/Confirmation of Employment (SOE/COE) is mailed to the prospective teacher intern.

## **Procedures for Submitting Confirmations of Employment**

1. Upon employment by a school, the prospective teacher intern submits the COE to the employer. The COE is located on the reverse side of the SOE.
2. The KTIP district coordinator submits the COE using the online application (intern management system [IMS]) and completes the hard copy, containing all signatures, for district files.
3. The school establishes the Beginning Teacher Committee as required in KRS 161.030 and 16 KAR 7:010.

The electronic COEs for prospective teacher interns shall be submitted to the Division of Professional Learning and Assessment within thirty (30) days from date of hire or on or before October 15, whichever occurs first, for full-year or fall semester interns. For spring semester interns, the COEs shall be submitted within thirty (30) days from date of hire or on or before February 15, whichever occurs first. The COE for each intern must be accurate and complete before electronic submission to the Division of Professional Learning and Assessment.

**ALL** changes to the intern's COE must be submitted immediately **in writing** via email or regular mail to the Division of Professional Learning and Assessment. This includes changes of committee assignments for the resource teacher

(include last four digits of the Social Security number) or principal (name only), LEAD content assignments, and any other changes on the COE.

### **Steps for the KTIP District Coordinator to Process Confirmations of Employment**

NOTE: COEs are due:

- ◆ Within thirty (30) days from date of hire or before October 15, whichever occurs first, for full-year or fall semester interns
- ◆ Within thirty (30) days from date of hire or before February 15, whichever occurs first, for spring semester interns

1. The intern who is hired by a school district, accredited non-public school, or area technology center holds a valid SOE or TP for the subject or content area and grade level he/she will be teaching.
2. All committee members have been assigned. Contact the KTIP university coordinator for the assignment of the teacher educator.
3. All committee members have been trained in KTIP Teacher Performance Assessment (TPA). Contact the KTIP university coordinator for availability of KTIP TPA training dates and registration information.
4. The KTIP district coordinator has completed the electronic COE and submitted it to the Division of Professional Learning and Assessment for review and approval.

NOTE: After the Division of Professional Learning and Assessment has approved the COE, the Division of Certification will issue a one-year Provisional Internship Certificate to the intern.



## **BEGINNING TEACHER COMMITTEE ROLES & RESPONSIBILITIES**

Interns shall be assigned a Beginning Teacher Committee. The committee will consist of the principal (PR), a resource teacher (RT), and a teacher educator (TE).

All Beginning Teacher Committee members shall complete current KTIP TPA training prior to serving on a Beginning Teacher Committee. KTIP TPA training is also recommended for the KTIP district coordinator as it promotes a better understanding of the internship program and prepares the coordinator to address questions and concerns regarding KTIP within the district or nonpublic school.

The Beginning Teacher Committee training may be approved for up to 12 hours of professional development credit toward the continuing education requirements for resource teachers and Effective Instructional Leadership Act (EILA) credit for administrators.

### **KTIP University Coordinator**

(Click to view contact information)

The KTIP university coordinators manage the matching and assignment of teacher educators (TEs) to Beginning Teacher Committees. The responsibilities of the KTIP university coordinators include the following:

- Assigning teacher educators.
- Coordinating and providing face-to-face KTIP TPA training for teacher educators, principals, and resource teachers who will serve on Beginning Teacher Committees.
- Ensuring that school districts, accredited non-public schools, or area technology centers employing interns in an alternative certification program receive a university letter stating the prospective teacher interns have completed the appropriate coursework and are ready to begin their internships.

### **KTIP District Coordinator**

The KTIP district coordinator is the primary contact person for school personnel regarding matters associated with KTIP. The KTIP district coordinator's responsibilities include the following:

#### Training

- Ensure KTIP TPA training for building principals and resource teachers.

- Inform KTIP university coordinator of the number of intern packets and teacher educators needed for Beginning Teacher Committees and distribute intern packets to principals.
- Request teacher educator assignments only for those interns who have a valid SOE or TP.
- Provide information to interns, principals, resource teachers, and district staff by communicating EPSB policies as well as KTIP procedures and deadlines.
- Communicate the appeal process for interns and provide documentation requirements for committee members.

#### Recruiting/Assignments

- Recruit resource teachers to promote an adequate pool within each content area and grade level in each school.
- Assist principals in the assignment of resource teachers in the event of resource teacher shortages.

#### Collaborating

- Notify the KTIP university coordinator of district KTIP TPA training needs.
- Direct questions and concerns regarding KTIP TPA training, materials, and teacher educator assignments to the KTIP university coordinator.
- Direct questions concerning KTIP administrative policies and procedures to the Division of Professional Learning and Assessment.

#### **Submitting Forms to EPSB:**

**ALL** forms required for KTIP shall be **submitted electronically** in the Intern Management System (IMS), except the Intern Performance Record (IPR). The following tasks shall be completed for each intern:

- Submission of the Confirmation of Employment (COE);
- Review and submission of the Resource Teacher Time Sheet (RTT);
- Submission of the Interim Report (if appropriate);
- Review and submission of the completed Record of Teacher Internship Year (RTIY);
- Inform the successful intern that he/she shall apply for a Professional Certificate by submitting a payment of \$35.00 through ePay or by sending a certified check or money order payable to: Kentucky State Treasurer c/o Division of Certification. Payments should be sent to the address in the Introduction Section of this Guide. If the intern had a TP, a TC-1 application shall be submitted along with the \$35 fee.

- Mail all unsuccessful interns' original KTIP documents, including the intern's videotape/DVD, if produced, a school calendar, and the intern's teacher tasks from the Teacher Performance Assessment to the Division of Professional Learning and Assessment at the address in the Introduction Section of this Guide.

### **KTIP Principal**

The chair of the Beginning Teacher Committee is the principal of the school in which the intern is employed. The responsibilities of the principal are to:

- Serve as the chair of the Beginning Teacher Committee.
- Ensure all program policies and procedures are followed correctly.
- Create and enter information in the online Record of Teacher Internship Year (RTIY).
- Sign all Cycle Reports electronically on the RTIY.
- Submit the electronic RTIY to the KTIP district coordinator.
- Review, sign, and submit the electronic Resource Teacher Time Sheet (RTT) to the KTIP district coordinator.
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

The chair of a Beginning Teacher Committee in a **preschool** that is not assigned a principal shall be filled by a person holding principal credentials. This person may be the head leader or director of the preschool. This chair shall also participate in KTIP Interdisciplinary Early Childhood Education (IECE) training if working with IECE interns.

The chair of a Beginning Teacher Committee in a **private school** that is not assigned a principal shall be filled by the head leader of the school regardless of the head leader's credentials.

If a **public alternative school** is not assigned a certified principal, then new teacher internship programs cannot be conducted in the school.

### **KTIP Resource Teacher**

The KTIP resource teacher (RT), the person who works most closely with the teacher intern, serves as the primary guide in the intern's growth process. The resource teacher shall have the following qualifications:

- Completion of at least 4 years of successful teaching experience as confirmed by his or her immediate supervisor or by having achieved tenure; and
- Master's Degree or its equivalent; or, the accumulation of 2,000 hours of continuing professional activities.

In addition to satisfying these qualifications, a resource teacher shall have the most current KTIP TPA training and materials.

As KRS 161.030 implies an RT on a beginning teacher committee shall be a practicing teacher with an assigned student population in a classroom. In addition to classroom teachers, this includes any teachers who meet the above qualifications and are serving as a full-time substitute teacher or a full-time content or grade level RT for a particular school. If all the above qualifications are met and they are employed on a daily wage threshold, retired teachers may serve as RTs. Note: Information regarding any effect on retirement benefits shall be sought from the KTRS.

In assigning an RT, priority shall be given to RTs in the following order (except when assigning an RT to an intern pursuing initial certification as a baccalaureate level teacher of exceptional children/communication):

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.

The RT 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. If a master's level teacher of exceptional children/communication disorders is not available, the EPSB may allow a licensed speech-language pathologist to serve on the Beginning Teacher Committee in lieu of a resource teacher.

As in the past, if the RT has been trained to serve on a Beginning Teacher Committee, he/she may begin mentoring activities with the intern upon appointment if the intern is employed and has a valid SOE or TP in the area for his/her internship. No formal observation may occur before the orientation meeting, which shall be attended by all three committee members (the principal, the resource teacher, and the teacher educator). **PLEASE NOTE:** Payment to the RT for out-of-class hours spent prior to the approval of the Confirmation of Employment by the Division of Professional Learning and Assessment (which means a full committee assignment) is not guaranteed.

**The responsibilities of the RT are to:**

- Complete a minimum of 50 hours of out-of-class consultation with the intern. Check below for examples of unacceptable activities.

- Complete a minimum of twenty (20) in-class hours observing the intern in a classroom setting and/or providing immediate post-observation feedback/collaboration during school hours.
- Continue to assess the intern's progress in relation to each of the Kentucky Teacher Standards.
- Sign all Cycle Reports electronically on the RTIY.
- Enter in- and out-of-class activities on the electronic RTT.
- Sign and submit the RTT electronically.
- Verify intern, principal and KTIP district coordinator have electronically signed RTT.
- Verify that the intern has submitted a SOE or TP.
- Assist by mentoring the intern through the Teacher Performance Assessment tasks.
- Report progress observed and concerns to the intern committee at the scheduled committee meetings.
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

**Unacceptable out-of-class activities are:**

- Attend faculty meetings with the intern.
- Attend Professional Development seminars.
- Attend SBDM Council meetings with the intern.
- Attend the Beginning Teacher Committee meetings.
- Shop for class materials with the intern.
- Attend a conference with the intern.
- Attending or observing intern during Leadership Project.

**Resource Teacher Stipend:**

A stipend will be paid to the RT for the completion of 50 approvable out-of-class mentoring hours for the internship year. The stipend is dependant on funds allocated by the General Assembly for this service and may vary from year to year. The stipend will be disbursed in accordance with [KRS 161.030\(6\)\(f\)](#) and [16 KAR 7:010](#). For those RTs working in a public school, the frequency of the disbursement shall be at the option of the district. If less than 25 approved hours are submitted for each semester, the stipend will be prorated.

Electronic submission of full-year and spring time sheets are due to the Division of Professional Learning and Assessment on or before May 1. Electronic submission of fall (August-December) time sheets are due on or before December 20. Failure to submit time sheets on or before their due dates may result in payment delays.

## **KTIP Teacher Educator**

The KTIP teacher educator (TE) serves as the college or university representative who helps the teacher intern. The responsibilities of the KTIP teacher educator are to:

- Help the intern access research about instructional theory, techniques, and literature.
- Help the intern access other resources related to the Kentucky Teacher Standards.
- Sign all Cycle Reports electronically on the Record of Teacher Internship Year (RTIY).
- Participate in KTIP TPA training.
- Make three one-hour observation visits to the intern's classroom and conduct a post-observational conference with the intern.
- Conduct a lesson plan review prior to each observation.
- Report progress observed and concerns to the beginning teacher committee at the scheduled committee meetings.

## **KTIP Intern**

The intern serves as the focal point of the Beginning Teacher Committee's work. The intern shall complete all program requirements as outlined in the administrative regulation, [16 KAR 7:010](#), Section 2, under the supervision of the committee.

The responsibilities of the intern are to:

- Provide the employer with the SOE or TP.
- Participate in the orientation with the resource teacher, principal, and teacher educator prior to any formal observations.
- Spend the required 20 in-class hours with the resource teacher.
- Spend the required 50 out-of-class hours with the resource teacher, unless reduced by the General Assembly due to budget constraints.
- Check the status of electronic signatures on forms in the Intern Management System (IMS) and, if needed, contact the KTIP district coordinator to follow up on signatures.
- Prepare for three official one-hour observations by each committee member during the year by submitting a written lesson plan to the observer in a timely fashion before each visit.
- Participate in pre-observation and post-observation conferences with individual committee members in conjunction with each observation visit.

- Develop teacher tasks consistent with the Teacher Performance Assessment for review and presentation at each committee meeting.
- Develop the [Professional Growth Plan \(PGP\)](#) with the assistance of the RT and present it to the committee members for their review and approval.
- Participate in each of the four committee meetings as scheduled by the principal.
- Sign all Cycle Reports electronically on the RTIY.
- Sign the Resource Teacher Time Sheet (RTT) electronically.

### **BEGINNING TEACHER COMMITTEE PROCEDURES**

#### **The principal's responsibilities as committee chairperson are as follows:**

- Confirm the due date for the RTIY with the KTIP district coordinator before setting up committee meetings to ensure that EPSB deadlines will be met.
- Complete all sections of the electronic RTIY for signatures by committee members and the intern.
- Submit the RTIY to the KTIP district coordinator or the EPSB as outlined in the guidelines for using the RTIY.

#### **For interns who begin KTIP in the first semester of a school year:**

- The decision of the committee regarding satisfactory completion of the internship for the full-year intern shall be reflected on the RTIY and electronically submitted to the KTIP district coordinator, who reviews and electronically submits it to the Division of Professional Learning and Assessment by May 1; or, no later than two (2) weeks following the final committee meeting, whichever occurs first.
- If the intern will not be completing the second half of the internship in the original school, the principal shall make copies of the materials for the school's files and give the originals to the intern to take to the new school.
- The intern may keep the teacher tasks developed as part of the Teacher Performance Assessment (TPA) unless the internship was not completed successfully. If the internship is unsuccessful, the committee shall submit the teacher tasks developed as part of the TPA, including the intern's video/DVD if one was created, a copy of the school calendar, and all original documents to the KTIP district coordinator, who then submits them to the Division of Professional Learning and Assessment. The RTIY shall be submitted electronically.
- If an intern's performance is judged by the Beginning Teacher Committee to be unsatisfactory, the intern shall have the opportunity to repeat the internship during one additional year. If the teacher does not successfully complete the internship during the validity of the SOE, the

teacher shall re-qualify for admission by meeting the requirements in effect at the time of reapplication for certification.

**For interns who begin KTIP in the second semester of a school year:**

- An electronic Interim Report based upon the completion of the orientation meeting and Cycle 1 shall be sent to the EPSB no later than **May 15**. The intern may continue the internship during two consecutive school years if employed in a school district, non-public accredited school, or area technology center.
- If the intern will not be completing the second half of the internship in the original school, the principal shall make copies of the materials for the school's files and give the originals to the intern to take to the new school.

**BEGINNING TEACHER COMMITTEE RESPONSIBILITIES**

It is important that committee responsibilities be carried out according to mandated timelines for mentoring, conducting assessments, following established procedures, completing forms, and submitting reports.

Careful, timely record keeping is required in order to demonstrate that the committee has consistently advised the intern about progress toward meeting requirements for certification as outlined by [16 KAR 7:010](#).

**Orientation Committee Meeting**

The orientation meeting (held prior to any formal classroom observations of the teacher intern) provides an opportunity for the principal to ensure that all committee members and the teacher intern are informed about program policies and procedures prior to Cycle 1 observations. The principal will also review the PGP and its importance with the committee members.

**Cycle I and II Committee Meetings**

During the Cycle 1 and 2 committee meetings, the Beginning Teacher Committee meets **without** the Intern to accomplish the following:

- The principal will record each committee member's holistic scores for the Kentucky Teacher Standards on the electronic RTIY in the section titled "Summary of Intern Performance."



- Discuss the analytic scoring and supporting evidence of each standard to reach consensus on the intern's strengths and priority areas for professional growth.
- Record the identified strengths and priority areas for professional growth in the "Committee Consensus" section.
- Review the intern's Professional Growth Plan.
- Review the status and appropriateness of the resource teacher's in- and out-of-class mentoring of the intern.

The committee meets **with** the Intern to do the following:

- Discuss the holistic and analytic scores and the supporting evidence for the Kentucky Teacher Standards, focusing on the intern's strengths and priority areas for growth.
- Reconcile the strengths and priority areas identified by the committee with those identified by the intern on the Professional Growth Plan to agree on the intern's professional growth activities for Cycles 2 and 3, as well as the assistance and documentation needed for these activities.
- Refer to the Cycle 1, 2, and 3 Committee Meeting Exhibit Checklists in the KTIP TPA Handbook to verify that the intern is up-to-date with the required assignments during the internship.

### **Cycle III Committee Meeting**

In the Cycle 3 committee meeting, as in earlier committee meetings, the principal records each committee member's holistic score on the RTIY in the section titled "Summary of Intern Performance." Note that for an intern to receive a final marking of MET on any standard at least two of the committee members shall assign the standard a holistic score of '3'.

### **Optional Cycle IV Committee Meeting**

If the Beginning Teacher Committee believes that more time would allow better demonstration of one or more of the Kentucky Teacher Standards, a Cycle 4 committee meeting may be conducted. This additional cycle would be for the purpose of final judgment, and the results from the additional observations would replace those assigned in Cycle 3.

The decision to allow a fourth cycle is solely at the discretion of the Beginning Teacher Committee. If a fourth cycle is conducted, it shall fall within the timelines of Cycle 3, and all committee members must be in agreement.

## **KENTUCKY TEACHER INTERNSHIP PROGRAM TEACHER PERFORMANCE ASSESSMENT (KTIP TPA) TRAINING**

To serve on a KTIP committee, a person shall be trained in an EPSB approved training module.

All committee members shall be trained in KTIP TPA. Prior to the KTIP TPA face-to-face training, an online homework assignment shall be completed at <http://www.kyeducators.org>. Registration information is available on the website. (See below for further information.)

Each committee member shall be trained in both KTIP TPA and Interdisciplinary Early Childhood Education (IECE) if assigned to an intern who has a SOE in IECE and is doing the internship in an IECE setting. The IECE training is only available in a face-to-face setting.

The KTIP TPA and the KTIP IECE TPA face-to-face training dates are located at <http://www.epsb.ky.gov/IMSTraining/ImstTraininginfo.aspx>. Individuals may obtain information and registration forms by contacting the university representatives listed at the above site. Prior to attending face-to-face KTIP TPA training, the online KTIP Workshop Preparation Assignment (homework) shall be completed. (There is no homework assignment for the IECE face-to-face training.)

### **Instructions for enrolling in KTIP Online Face-to Face homework/assessments**

The ***KTIP Workshop Preparation Assignment*** is located on [www.KyEducators.org](http://www.KyEducators.org). Registration is free and you can complete the online assignment at your own pace. Successful completion is required for participation in the KTIP/TPA Face-to-Face training.

To enroll in *KTIP TPA Face-to-Face Training Homework*:

- Go to <http://www.kyeducators.org>.
- Click on the words "Assessment and Internships."
- Choose *KTIP TPA Face-to-Face Training Homework (TPA) (KTIP 200)* from the course list by clicking in the "Select" box.
- Click on "Add to EduCart."
- Answer YES to "Live or work in KY?"
- At the "Your EduCart" page, click on CONTINUE.
- At the "New or Returning Learner" page, choose "Continue to the New Learner Course Request Form."

NOTE: If you have enrolled in a KyEducators, KYVU, or KCTCS online course before, choose "Returning Learner," then insert your Username and Password and click on "Login." The demographic data that displays on the next page will be yours.

Make any corrections and click the SUBMIT button at the bottom.

TIP: Your Username is in the form: "first initial last name last 4 digits of your SSN"

EXAMPLE: John Smith, SSN: 999-999-1234 has the Username of *jsmith1234* and his initial password is *1234*.

- Follow the online registration instructions.
- Fill in the required fields and click SUBMIT.
- You will receive a Username and Password in your email.
- Return to <http://www.kyeducators.org> and log in with your Username and Password.
- If this is your first time logging in, you will be prompted to change your password.
- Type your new password twice.
- Under "Courses" you'll see the course name. Click on it. You're there!
- If you need help, call the Help Desk at 1-877-740-4357 or go to: <http://www.kyeducators.org/help.asp>

The *KTIP TPA Face-to-Face Training Homework* has three quizzes. You must pass each quiz with a minimum of 90% in order to move to the next quiz.

**Upon successful completion** of the *KTIP TPA Face-to-Face Training Homework*, you will receive an email "e-ticket".

- Print the email.
- Take e-ticket to the face-to-face workshop as your entry ticket.

### **DOCUMENTS FOR RECORDING PROGRESS**

The person serving in the principal role on the Beginning Teacher Committee is responsible for generating the electronic reports used throughout the internship process, with the exception of the electronic RTT, which the resource teacher generates.

All forms completed as part of the KTIP process are **legal documents** that afford an intern due process. Thus, it is critical that everyone pay attention to correct procedure while completing the documents.

### **The Intern Performance Record (IPR)**

The same ***Intern Performance Record (IPR)*** form is used throughout the internship year by members of the intern committee. It is completed by each committee member for the purpose of recording evidence and decisions about an intern's progress toward each Kentucky Teacher Standard during each of the three assessment cycles. The revised IPR has additional pages at the end for thorough scripting by observers of the intern's classroom teaching performances.

### **The Professional Growth Plan (PGP)**

The *Professional Growth Plan (PGP)* is a key document used to guide the intern's professional growth. Through the PGP, and with the help of the committee members, the intern documents strengths, growth areas, and specific actions to be taken to address the identified growth areas. The PGP serves to document plans to promote growth and serves as a vehicle for helping mentors guide the intern's progress.

Developed by the intern with the advice and consent of the Beginning Teacher Committee, the PGP is updated and reviewed at each committee meeting.

A critical source of documentation, the PGP demonstrates that the intern has been afforded due process during the internship. In the PGP, the intern shall complete the following:

- Identify strengths and areas for growth as they relate to the Kentucky Teacher Standards.
- List all priority areas for professional growth as they relate to specific standards.
- Identify any priority growth areas that would most facilitate student learning and relate to the Kentucky Teacher Standards.
- Record timelines for achieving the professional growth objectives and whether the priority growth areas become a concern to committee members in order to assure due process, should it become necessary.
- List clear and specific actions the intern shall take to demonstrate progress in identified priority growth areas.
- State and document any assistance provided to the intern. To document that procedures have been followed, record the dates when assistance is provided.

The intern develops the PGP over the course of three cycles, with the advice and consent of the committee members. The intern initiates the PGP at the Cycle 1 meeting for committee review and updates it for review at each subsequent committee meeting.

Because of the legal implications of this document, it is imperative that committee members and the intern understand all procedures outlined in the PGP. The intern and RT should review this document together during the orientation.

### **Teacher Performance Assessment (TPA)**

The TPA is a set of 10 teaching tasks that reflect the intern's demonstration of performance of the Kentucky Teacher Standards. It is neither a scrapbook nor a portfolio but a collection of evidence and reflection selected from the intern's work. It could include lesson plans, student work samples, video taped lessons, anecdotal records, observation notes, and a great deal of intern reflection. The

TPA has three (3) cycles that correspond to the cycles already in place to observe and evaluate interns during their internships.

### **The Record of Teacher Internship Year (RTIY)**

During the Cycle 3 committee meeting, the Beginning Teacher Committee shall review all evidence for growth provided by the intern during the year, as well as reports generated by the committee, to determine whether the intern has met all certification requirements and can be recommended for a Professional Teaching Certificate.

Because the RTIY represents time-sensitive documentation, the EPSB has provided guidelines for its completion. In addition, checklists for completing the RTIY at the four (4) committee meetings are included within the RTIY. Because the checklists in the RTIY provide a detailed list of specific procedures to complete during each committee meeting, they can serve as a meeting agenda.

The principal initiates the RTIY at the orientation meeting. At each cycle meeting, the committee updates the RTIY to document progress. It is highly recommended that committee meetings be held in a location where committee members can access a computer with internet connection and that all committee members electronically sign-off on the RTIY prior to adjournment of the meeting. In completing the RTIY, the committee shall:

- ✓ take into consideration the progress of the intern throughout the school year, particularly, the level of performance that has been achieved near the end of the internship period.
- ✓ review the response of the intern to the suggestions and recommendations made by the Beginning Teacher Committee during meetings with the intern throughout the period of internship.
- ✓ determine the progress and growth of the intern, pursuant to KRS 161.030, by:
  - a systematic observation of classroom performance.
  - a review of TPA materials presented by the intern.

### **Checklist for Processing the Electronic RTIY for Interns**

NOTE: RTIYs for full-year interns shall be reported by the chair to the KTIP district coordinator and to the EPSB by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. For teacher interns completing the internship in December, the RTIY shall be submitted by December 15.

### **Beginning Teacher Committee:**

1. The intern has completed a minimum of 140 instructional days and all observations and committee meetings have been held.
2. The principal has created and signed Cycle reports.

3. Each committee member has signed Cycle reports.
4. The principal has submitted electronically the RTIY to the KTIP district coordinator for review and submission to the EPSB.
5. The KTIP district coordinator has reviewed and electronically submitted to EPSB the RTIY and the Resource Teacher Time Sheet (RTT).
6. If the internship is deemed **unsuccessful**, the KTIP district coordinator has mailed all original KTIP materials, the intern's video if produced, a copy of the school calendar, any electronic communications that relate to any aspect of the internship sent to the teacher with any read receipts and responses back from the teacher intern if available and the intern's TPA tasks to EPSB.
7. All material submitted **shall** become the property of the EPSB and shall not be returned to the teacher intern.

### **KTIP Intern:**

1. The intern has signed Cycle Reports and the Resource Teacher Time Sheet.
2. If the intern is deemed **successful**, the intern has submitted to the Division of Certification a cashier's check/money order made payable to the Kentucky State Treasurer or made payment through ePay of \$35.00.

If the intern is enrolled in an alternative certification program and is deemed **successful**, the intern has submitted to the Division of Certification a TC-1 form and a cashier's check/money order made payable to the Kentucky State Treasurer or made payment through ePay of \$50.00.

### **EPSB Staff:**

EPSB staff will review and submit the RTIY electronically to the Division of Certification for the intern to receive a Professional Certificate.

### **The Resource Teacher Time Sheet (RTT)**

The **RTT** includes instructions and space to record details of mentoring activities, intended outcomes, and time spent with the intern. The RTT is a **legal document** that may be audited. It represents the fulfillment of the **contractual obligation** between the RT and the EPSB. The resource teacher, intern, and principal shall sign the time sheet to verify the accuracy and legality of the mentoring activities.

When completing the time sheet, the RT shall remember:

1. To offer a specific explanation of the mentoring activities (exactly what was done by the resource teacher, and why it was done). For example, after identifying classroom management as a growth area, the RT reviewed classroom management resources and discussed possible strategies.

2. To record all hours spent with the intern in approvable activities in both semesters of the internship.

Please note that resource teachers can be paid for a maximum of 25 out-of-class hours for the first semester. For **full-year** interns, a maximum of ten (10) rollover and make-up hours can be carried over from the first half of the internship to the second half, or ten (10) hours can be made up in the second half.

a. Out-of-class mentoring activities shall take place outside the contractual obligation with the district or nonpublic school. For example, faculty meetings, professional development, and department meetings are required and may not be documented as mentoring activities. Meeting at a later time to discuss the meeting or workshop may be counted.

b. Committee meetings cannot be counted as either in- or out-of-class mentoring hours.

3. A copy of the time sheet should be saved for future reference before electronically submitting it.

4. The appropriate time sheet (i.e., Full-year, Fall semester or Spring semester) should be submitted to the Division of Professional Learning and Assessment for approval twice a year, unless payment is made on an annual basis for a full-year intern.

Please note that if the RTT is not received in the Division of Professional Learning and Assessment by the due date, then payment to the school district may be delayed.

### **Electronic Submission of the RTTs**

All RTTs shall be submitted electronically for payment. The electronic RTT is located on the EPSB web site, [www.epsb.ky.gov](http://www.epsb.ky.gov). Scroll down to "Click Here to Login." on the left-hand side. Put in your Username and Password for EPSB applications.

***NOTE: Do NOT use your KyEducators.org Username or your KDE email address.*** If you do not have a login, click on "Click here to login" and on the next page follow the prompt that says "To create an account Click here" and you will be assigned a login account immediately.

When you have your Username and Password, you will login from [www.epsb.ky.gov](http://www.epsb.ky.gov) and see the EPSB Application list page. Select "Intern Management System" from the left-hand side. Choose the RT time sheet application.

You will be able to:

- Create the time sheet.
- Enter and save time sheet activities.
- Sign and submit the time sheet.

You can also view and sign-off on reports for the Record of Teacher Internship Year from the Intern Management System. This should be done during a Beginning Teacher Committee meeting when possible. If you need help filling out the electronic form, directions are on the [Intern Management System](#) user manual at:

[http://www.epsb.ky.gov/documents/KTIP\\_KPIP/ktip/IMS%20v5%20User%20Manual.pdf](http://www.epsb.ky.gov/documents/KTIP_KPIP/ktip/IMS%20v5%20User%20Manual.pdf)

### **Electronic Submission of the Interim Report**

The Interim Report is completed at the end of the first semester for any intern who completes at least 70 days of the 1<sup>st</sup> half of the internship in one school year and plans to complete the 2<sup>nd</sup> half of the internship within two consecutive school years. It shall also be completed for any intern who resigns from the internship regardless of the number of instructional days completed. However, the intern shall have completed 70 days to receive credit for that semester.

### **Sequence for Processing Interim Reports for Teacher Interns**

1. The intern has completed a minimum of 70 instructional days for the semester and has completed the orientation and Cycle 1(Cycle 2 can be completed if time allows).
2. The principal will create and sign the orientation and Cycle Report(s).
3. Each committee member will need to sign the orientation and Cycle Report(s).
4. Once all signatures have been obtained, the principal will submit electronically to the KTIP district coordinator for review and submission to the EPSB.
5. EPSB staff will review and submit to the Division of Certification for the intern to receive another SOE.

**NOTE: Interim Reports are due on or before May 15 for spring semester interns.**



## **CERTIFICATES ELIGIBLE FOR KTIP**

The following certificates and their processes allow participation in the Kentucky Teacher Internship Program (KTIP). The alternative options listed in this section are found on the EPSB website (<http://www.epsb.ky.gov/certification/certaltroutes.asp>)

### **Statement of Eligibility**

Kentucky certification is based upon the completion of a four-year teacher preparation program that includes student teaching and testing when applicable. Kentucky requires a recommendation from the certification official at the college/university where the applicant completed the initial teacher preparation program and student teaching. The recommendation should include the specific teacher preparation program completed, the grade level, the degree, and the completion date of the program. Upon receipt of this information, the Division of Certification issues a Statement of Eligibility, which communicates to the hiring district that the holder of the SOE is eligible for employment.

### **Completion of four-year teacher preparation program**

ALL applicants shall submit the following for certification:

- A completed TC-1 application form that includes verification of completion of teacher preparation program from the preparing college or university.
- Official transcripts of all graduate and undergraduate coursework.
- Passing Praxis II specialty area test scores for EACH area of certification (if less than two years of appropriate full-time teaching experience).
- Test score for appropriate grade range on the Principles of Learning and Teaching (PLT).

### **College Faculty Certification**

Alternative Option 3 - For Teaching Grades P-12, College Faculty Certification

***You are a candidate if you:***

- Have a minimum of a master's degree in the academic subject for which certification is sought; and
- Have five years of full-time teaching experience or its equivalent (90 semester credit hours) at an accredited institution of higher education in the academic subject for which certification is sought.

***Additional Information:*** A candidate meeting these requirements receives a SOE. After obtaining employment, the candidate receives a one-year Provisional

Certificate. Upon successful completion of KTIP during the first year of teaching, the teacher receives the Professional Certificate.

### **Veterans of the Armed Services**

Alternative Option 5 - For Teaching Grades P-12, Veterans of the Armed Services

#### ***You are a candidate if you:***

- Were discharged or released from active duty under honorable conditions after six years of active duty immediately before the discharge or release.
- Have a bachelor's degree in the subject matter or related area for which certification is sought.
- Have a GPA of 2.5 for a bachelor's degree or hold an advanced degree.
- Have passing scores on EPSB-approved subject matter assessments.

***Additional Information:*** A candidate meeting these requirements receives a SOE. After obtaining employment, the candidate is issued a one-year Provisional Certificate. Upon successful completion of KTIP during the first year of teaching, the teacher receives the Professional Certificate. In addition, veterans may also qualify for the Troops-to-Teachers program, which offers stipends to qualified candidates willing to teach in "high need" school settings.

### **Probationary One-Year Certificate**

Probationary one-year certificates are issued to teachers either fully certified in one teaching field or holding a valid SOE in one teaching field **AND** pursuing a second teaching field by enrolling in a college certification program.

How to apply:

- (1) The employing district submits the appropriate application form to the Division of Certification.
- (2) The teacher submits an up-to-date Curriculum Contract or Curriculum Guide sheet signed by the college advisor to prove course enrollment to the Division of Certification.
- (3) The teacher submits official transcripts of the prerequisite coursework to the Division of Certification.

## **Temporary Provisional Certificate**

### ***University-Based Alternative Route to Certification***

Alternative Option 6 - For Teaching and Administration Grades P-12, University-Based Alternative Route to Certification

#### ***You are a candidate if you:***

- Have a bachelor's or master's degree.
- Meet university admission standards.
- Have a job offer.

***Additional Information:*** In the 2000 legislative session, the Kentucky General Assembly provided potential educators a new route to certification that allows completion of the preparation program with concurrent employment in a school district. A candidate receives a TP. The candidate shall complete all requirements, including KTIP, within three years and pass all required assessments prior to the KTIP year. Persons interested in this option should contact the College of Education officials at their respective college or university. A list of college/university contacts can be located on the web at <http://www.epsb.ky.gov/epsb.webapps/admissionsexit/ApprovedPrograms/approved.aspx>.

## **Provisional One-Year Internship Certificate**

### ***Exceptional Work Experience Certification***

Alternative Option 1 - For Teaching Grades P-12, Exceptional Work Experience Certification

#### ***You are a candidate if you:***

- Have 10 years of documented exceptional work experience in the area for which certification is sought.
- Have a bachelor's degree with a cumulative 2.5 GPA or a 3.0 GPA on the last 60 hours completed.
- Have an academic major in the content area for which certification is sought or a passing score on the applicable academic content assessment(s) designated by the EPSB.
- Have an offer of employment in a local school district.

***Additional Information:*** After receiving an offer of employment, the applicant shall document work experience with a multi-page résumé, letters of recommendation, awards or professional achievement, publications, and a detailed explanation of how the work experience reflects each Kentucky Teacher Standard for presentation to the EPSB. If the application is approved, the applicant receives a one-year Provisional Teaching Certificate. During the first

year of teaching, the candidate participates in the Kentucky Teacher Internship Program (KTIP). Upon successful completion of the internship, the teacher receives the Professional Certificate.

### **Vocational Teachers**

EPSB sends a waiver letter to the applicant and a copy to the appropriate originating agency. It is the responsibility of the applicant to provide a copy of this letter to the hiring agency.

SOE:

1. EPSB receives from the Office of Career and Technical Education a SOE.
2. SOE is signed off by the Director of Certification.
3. SOE is returned to the Office of Career and Technical Education for processing.
4. **For State Area Tech Schools:** SOE is sent to applicant, who is responsible for giving the form to the hiring agency for completion of Part B. The form is then returned to the Office of Career and Technical Education KTIP district coordinator, Vicki Staley.
5. **For Public Schools:** SOE is mailed to applicant, who is responsible for giving the form to the hiring agency for completion of Part B. SOE is then given to the KTIP district coordinator.

**NOTE:** After beginning KTIP, the applicant should contact Vicki Staley, 502-564-4286, to sign up for the New Teacher Institute (NTI). This is normally a 5-day workshop with a 2-day follow-up. At this time, the applicant should enroll in the 64-hour vocational program at a college/university that offers the program. Once a teacher has completed KTIP, Vicki Staley's office sends the final grade of NTI to the college for a transcript to be issued showing the completion of NTI. This course will appear on the transcript as Orientation to Career and Tech Education.

Issuance of One-Year Certificate:

Upon successful completion of the internship year and receipt of the official transcript of the NTI hours, the applicant will be issued a one-year certificate that shall be renewed by September 1 of the expiration year by completing 6 semester hours from the 64-hour vocational program.

Please note: A Speech and Language Pathologist with one year or more experience is not required to KTIP.

A certified Speech and Language Pathologist Assistant with one year of experience in schools **is not** required to complete an internship. A certified Speech and Language Pathologist Assistant with no school experience **is** required to complete a one-year internship.

## **Procedures for Alternative Schools**

As stipulated in 703 KAR 7:010 (6), an internship shall not be established in a classroom designated as an alternative school, classroom, or program unless the district superintendent or designated non-public school head or leader submits a written request for a waiver to the EPSB staff.

The ***Waiver for Alternative Schools***, found on pages 31 - 33 shall be submitted to the Division of Professional Learning and Assessment for prior approval.

Please Note: If a **public alternative school** is not assigned a principal, the internship cannot be conducted in the school.

**WAIVER REQUEST FOR  
PERMISSION TO USE AN ALTERNATIVE SETTING  
FOR  
KENTUCKY TEACHER INTERNSHIP PROGRAM (KTIP)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
School District

\_\_\_\_\_  
Name of Alternative Setting (School)

\_\_\_\_\_  
Name of District Contact

\_\_\_\_\_  
Title of District Contact

\_\_\_\_\_  
Phone Number for District Contact

\_\_\_\_\_  
Email Address for District Contact

\_\_\_\_\_  
Name of Intern

\_\_\_\_\_  
Intern's Last 4 digits of SS#

\_\_\_\_\_  
Grade & Subject of Intern's SOE/TP

\_\_\_\_\_  
Grade/Subject Intern is Assigned

\_\_\_\_\_  
Name of Resource Teacher  
Subject/Grade Taught by  
Resource Teacher

\_\_\_\_\_  
Name of Principal    Name of  
Principal's Employing School

\_\_\_\_\_  
Name of Superintendent

\_\_\_\_\_  
Superintendent's Signature  
(Certifying Accuracy of  
Information & Request Approval)

-----

I, \_\_\_\_\_, understand that the proposed educational setting where I will serve as an intern, **if approved**, is not a "traditional" educational setting; however, I realize that I will be required to meet the same standards as all other interns enrolled in KTIP.

---

Intern's Signature

Date

1. Provide a detailed description of the students who attend the program/school (*characteristics of students enrolled in the program; number and percent of each population group, such as regular education, at-risk, special education, court referrals*).

2. Provide a detailed description of the level of support provided for students and faculty (*list staff members, teacher-student ratio, availability of counseling services, availability of para-educators, students and family access to family resource/youth services center*).

3. Describe the degree of administrative support within the program/school (*description of provisions for administrative supervision of staff and students, name and position of primary evaluator of certified employees assigned to the program/school; name and position of certified employee assigned to serve as the intern's primary evaluator*).

4. Describe the location and facility that houses the program/school (*description of the physical location of the facility and size of classroom space*).



5. Describe the instructional resources available to faculty and students (*description of student/staff access to technological resources, library/media services, textbooks*).

6. Describe the process for collaborating with other schools in the district (*description of transition plan for reintegrating students back to regular education settings, process for students/staff to access the programs and services available on the regular school campus if program/school is housed at a remote location*).

7. List the current faculty and staff assigned to the program/school and respective subjects taught.

## **INTERNSHIP RESIGNATIONS/TRANSFERS**

### **If an Intern Resigns**

- The intern shall immediately provide written notification of the resignation to his/her employer. The form on the following page, also located on our website, should be filled out completely and signed. The date on which the form is signed by the local Superintendent will serve as the effective date of the resignation.
  - If the intern resigns due to medical or military leave and will be returning to work during the same school year, the KTIP district coordinator will place the intern on leave through the Intern Management System (IMS). The above mentioned form will need to be submitted to EPSB.
  - If the intern resigns due to medical or military leave and will not be returning during that school year, EPSB staff will place the intern on leave through IMS. The above mentioned form will need to be submitted to EPSB.
  - The KTIP district coordinator shall submit hard copy of the above mentioned form to the address listed in the Introduction of this Guide.
  - The Division of Professional Learning and Assessment shall give final approval of resignations from KTIP or the internship could be counted as unsuccessful.
  - If an intern resigns, an Interim Report will need to be submitted electronically, regardless of instructional days completed.
- Note: Any intern who does not complete his/her internship due to medical conditions or military deployment will be allowed to re-enter the internship at the point at which the internship was interrupted.

### **How to Submit the Interim Report**

All reports (Orientation, Cycle 1, and Cycle 2) for work completed shall be submitted through IMS with all signatures. When EPSB staff resigns the intern, the number of instructional days completed that was submitted on the Intern Resignation Form will be entered and the Interim Report generated. After the report has been approved by EPSB staff, the KTIP district coordinator will be able to login and print an updated form.

## **Kentucky Teacher Internship Program (KTIP) Intern Resignation Form**

Intern's Name	XXX-XX-_____ Last 4 digits of SS#
Intern's School	Intern's District

Interns Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Reason for Resigning:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Effective Date of Resignation: \_\_\_\_\_

If intern plans to return within the same school year, date of return: \_\_\_\_\_

Number of instructional days completed by the intern \_\_\_\_\_

Superintendent's Decision:  
\_\_\_\_\_ Approve Resignation  
\_\_\_\_\_ Deny Resignation

Superintendent's Signature	Date
----------------------------	------

Intern's Signature	Date
--------------------	------

KTIP District Coordinator's Signature	Date
---------------------------------------	------

- If an intern transfers to another school district:**
- The EPSB shall receive:
    - ✓ a revised Confirmation of Employment submitted electronically from the new employing school district that will have the new KTIP information and committee assignments, and

- ✓ an electronic Interim Report from the previous employing school district.
- ✓ an electronic RTT for hours completed by the resource teacher.
- The local school district or accredited non-public school should forward the intern's original KTIP files to the district to which the intern is transferring.

Note: Failure to follow these guidelines for resignations and transfers could result in the intern not receiving credit for successfully completing half of the internship and/or the RT not receiving a stipend for service.

## APPEALS

In the event of an unsuccessful internship, the intern may appeal. The intern's appeal shall be reviewed by a committee of four people. The appeals committee members are chosen from a pool of committee candidates appointed annually by the EPSB and shall include:

1. One teacher,
2. One principal,
3. One teacher educator, and
4. The Executive Director of the EPSB, or his/her designee.

The teacher intern shall file a written notice of appeal within 30 calendar days of the date the written notice of finding of unsuccessful completion of the internship is received by the teacher intern.

The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the Kentucky Teacher Standards;
2. Appropriate documentation of the instructional setting and outside normal working hours spent by the RT in assisting the intern as specified in KRS 161.030.
3. Assignment of beginning teacher committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of teacher intern performance records, meeting and observation forms, and RT time sheets; and
5. Agreement between intern performance records, professional growth plans, beginning teacher committee meeting reports, the teacher performance assessment, and the final decision of the committee.

The appeals committee shall make a recommendation to the EPSB on the appeal within 60 days following the receipt of the appeal, unless good cause exists for additional time. The EPSB will issue a final decision in each appeal reviewed by the appeals committee. The EPSB may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

If the decision of the beginning teacher committee **is not** upheld, the EPSB shall issue the appropriate certificate to the intern.

If the decision of the beginning teacher committee **is** upheld, the EPSB shall issue another SOE for Internship, unless:

(a) The intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program; or

(b) The period of validity of the SOE has expired.

If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the EPSB may nullify the internship and allow the teacher intern to repeat the internship without penalty.

If the intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the EPSB within fifteen (15) calendar days of the date the board's decision is received by the teacher intern. It is the responsibility of all interns to keep EPSB apprised in writing of any changes of address. In notifying the teacher intern of the board's decision the EPSB shall send the decision of the board by certified mail to the last known address of the teacher intern. If the intern fails to maintain a current address with the EPSB, or refuses to claim the certified mail, the request for a hearing shall be filed in writing with the Executive Director of the EPSB within twenty (20) calendar days of the date the board's decision is **mailed** to the teacher intern by certified mail.

A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate.

A teacher intern serving the internship in Interdisciplinary Early Childhood Education (IECE) shall successfully demonstrate the Kentucky Teacher Standards as adapted to the IECE standards and shall utilize the KTIP IECE Intern Performance Record.

If the intern fails to file a written request for a hearing within the appropriate time frame, then the Board will not hold a hearing.

## KTIP CALENDAR OF IMPORTANT DATES

**All persons involved in the KTIP process, including interns, should note the following deadlines for submitting electronic forms to the Division of Professional Learning and Assessment.**

\*\*\*\*\*

Within thirty (30) days from the date of hire or on or before **FEBRUARY 15, whichever occurs first** - **Confirmations of Employment (COE)** for spring semester (January-May) interns shall be electronically submitted to the Division of Professional Learning and Assessment.

COEs received after the February 15 deadline may not be accepted and may need to be resubmitted next school year.

\*\*\*\*\*

By **MAY 1** – Full-year and spring semester **Resource Teacher Time Sheets (RTTs)** shall be submitted electronically to the Division of Professional Learning and Assessment.

The resource teacher’s stipend shall be based on the mentoring hours submitted on the time sheet. Therefore, in order for resource teachers to receive their stipends in a timely manner, the electronic time sheets signed by the resource teacher, teacher intern, and principal shall be received in the Division of Professional Learning and Assessment by the above deadline.

By **MAY 1** or no later than two (2) weeks following the final committee meeting, whichever occurs first – **Record of Teacher Internship Year (RTIY)** for full-year interns shall be submitted electronically to the Division of Professional Learning and Assessment.

For **successful** interns, the Division of Professional Learning and Assessment shall receive the electronic RTIY and the RTT, and the teacher intern shall make a \$35.00 payment through ePay (plus \$2.00 processing fee), or send a certified check, cashier’s check, or money order payable to the Kentucky State Treasurer to the Division of Certification at the address listed in the Introduction of this Guide.

If the teacher intern has been in an alternative certification program, in addition to submitting the documents listed in the preceding paragraph, the teacher intern shall submit a TC-1 to the Division of Certification. Successful KTIP interns shall also complete all appropriate assessments and prescribed coursework recommended by their university for the Professional Certificate.

For interns whose internships were **unsuccessful**, the Division of Professional Learning and Assessment shall receive in this order:

- The electronic and original RTIY
- The RTT
- All TPA documents
- TPA tasks and documents
- School calendar

- Video if available;
- Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher if available; and
- The KTIP Intern Performance Record or the KTIP IECE Intern Performance Record

\*\*\*\*\*

By **MAY 15** - **Interim Reports** for spring semester interns shall be electronically submitted to the Division of Professional Learning and Assessment.

\*\*\*\*\*

Within thirty (30) days from the date of hire or on or before October **15**, whichever occurs first - **Confirmations of Employment (COEs)** for fall semester interns shall be electronically submitted to the Division of Professional Learning and Assessment.

COEs received after the October 15 deadline may not be accepted and may be required to be resubmitted next school year.

\*\*\*\*\*

By **DECEMBER 15** – **Record of Teacher Internship Year (RTIY)** for teacher interns completing the internship in December shall be electronically submitted to the Division of Professional Learning and Assessment.

For **successful teacher** interns, the Division of Professional Learning and Assessment shall receive the electronic RTIY and the RTT, and the intern shall make a payment of \$35.00 through ePay (plus \$2.00 processing fee), or send a certified check, cashier's check, or money order payable to the Kentucky State Treasurer to the Division of Certification at the address listed in the Introduction of this Guide.

If the teacher intern has been in an alternative certification program, in addition to submitting the documents as listed in the above paragraph, the teacher intern shall submit a TC-1 to the Division of Certification. Successful KTIP interns shall also complete all appropriate assessments and prescribed coursework recommended by their university for the Professional Certificate.

For interns whose internships were **unsuccessful**, the Division of Professional Learning and Assessment shall receive in this order:

- the electronic and original RTIY
- the RTT
- All TPA documents
- Portfolio (if regular KTIP)
- School calendar
- Video if available;
- Any electronic communications that relate to any aspect of the internship sent to the teacher intern along with read receipts and responses back from the teacher if available; and
- The KTIP Intern Performance Record or the KTIP/IECE Intern Performance Record



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By **DECEMBER 20** - **Resource Teacher Time Sheets (RTTs)** for the fall semester shall be electronically submitted to the Division of Professional Learning and Assessment.

The resource teacher's stipend will be based on the mentoring hours submitted on the time sheet. Therefore, in order for resource teachers to receive their stipends in a timely manner, the electronic time sheets signed by the resource teacher, intern, and principal **shall be received by the Division of Professional Learning and Assessment by the deadline.**

## **KENTUCKY TEACHER STANDARDS FOR PREPARATION & CERTIFICATION**

Adopted February 2008

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 2: Designs and Plans Instruction
- Standard 3: Creates and Maintains Learning Climates
- Standard 4: Implements and Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates the Implementation of Technology
- Standard 7: Reflects on and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership within School/Community/Profession

## **KENTUCKY TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY**

Adopted January 1995 - Revised March 2003  
by the Kentucky Education Professional Standards Board

- Standard I: Designs/Plans Instruction
  - Standard II: Creates/Maintains Learning Climate
  - Standard III: Implements and Manages Instruction
  - Standard IV: Assesses & Communicates Learning Results
  - Standard V: Reflects/Evaluates Teaching and Learning
  - Standard VI: Collaborates with Colleagues/Families/Others
  - Standard VII: Evaluates Teaching & Implements Professional Development
  - Standard VIII: Supports Families
  - Standard IX: Demonstrates Implementation of Technology
  - Standard X: Provides Leadership within School/Community/Profession
- Preamble to IECE Teacher Standards

## Links to Statutes and Regulations

[KRS 161.030 Certification authority -- Assessments of beginning teachers and teachers seeking additional certification -- Conditional certificates -- Temporary certificates -- Internship -- Beginning teacher committee -- Resource teachers.](#)

[KRS 161.028 Educational Professional Standards Board -- Powers and duties regarding the preparation and certification of professional school personnel - Membership.](#)

[KRS 161.020 Certificates required of school employees -- Filing requirements -- Validity and terms for renewal.](#)

[KRS 161.100 Emergency certificates](#)

[KRS 161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule](#)

[KRS 161.1221 Out-of-field teaching](#)

[16 KAR 7:010 Kentucky Teacher Internship Program](#)

[16 KAR 2:040 Interdisciplinary Early childhood Education, birth to primary](#)

[16 KAR 2:010 Kentucky Teaching Certificate](#)

[16 KAR 2:140 Probationary certificate for teachers of children, birth to primary](#)