<table>
<thead>
<tr>
<th><strong>Name of Program:</strong></th>
<th>Elementary Education (Graduate Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certification Level:</strong></td>
<td>P-5</td>
</tr>
<tr>
<td><strong>Degree/Award Level:</strong></td>
<td>Certification Only</td>
</tr>
<tr>
<td><strong>Delivery Modes:</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Catalog URL:</strong></td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Program Codes:</strong></td>
<td>4284</td>
</tr>
</tbody>
</table>
| **EPP Submission Coordinator:** | Dr. Faye Deters  
859-622-2159  
Faye.deters@eku.edu |
| **Option 6 Program Coordinator:** | Dr. Margaret Moore  
859-622-1830 |
I. Quality Assurance

The EPP has refined our Quality Assurance System to meet CAEP accreditation standards. The EPP has undergone an annual review process of goal setting, data collection, review and analysis of data including annual and three-year trend data (where program admission numbers permit), reporting results, and identifying and meaningful change for program improvements for decades. Several years ago, Eastern Kentucky University implemented an Assurance of Learning Day campus wide, which required all programs at the University to engage in this process of analyzing data, reporting results, and determining changes needed to improve candidate performance and achievement. Program reports produced as a result are reviewed by the University’s Academic Planning and Assessment Committee and feedback is provided to the administrator for each program.

The data collected by the EPP for the process described above is aligned to the assessment areas required for annual reporting to EPSB and CAEP. Data collection is overseen by the Associate Dean for Accreditation, Assessment and Accountability. Data are gathered from multiple sources external to the EPP including ETS/Title II, EPSB and KCEWS (Kentucky Education and Workforce Statistics), and EKU’s Institutional Effectiveness Office of Institutional Research. Data are also collected internally through the EPP’s Office of Student Success (recruitment and retention), Office of Clinical Placement (placement data, clinical educator data, and clinical evaluation surveys), Office of Licensure and Certification (admission, exit, licensure, etcetera), and through EPP created assessments including Key Assessments (EPP-wide assessments of candidate performance) and program assessments (specific to programs and aligned to the SPA or professional organizations standards guiding the program). Key Assessment data is collected through the use of TaskStream, which is required for candidates in educator preparation programs leading to initial licensure, advanced licensure, or rank change. TaskStream has been used by the College for collecting evaluations of student performance since 2011 with all initial licensure programs across the EPP included, as well as most advanced licensure and rank change programs within the college. Additional advanced programs within the College that had collected data using other mechanisms, began migrating to TaskStream in 2015. Currently, the remaining two advanced programs that were housed outside of the College and not utilizing TaskStream for student evaluations are in the process of migrating to TaskStream as well.

For those EPP wide assessments that are not proprietary, the process of establishing construct and content validity and reliability is established. Each EPP created Key Assessment is developed by a panel of experts using applicable professional standards with input from P-12 partners. Then, the EPP utilizes the Lawshe method for ensuring content validity by having a panel of experts, including P-12 partners, individually review the assessment and determine items on the scoring guide that are viewed as essential for the particular assessment. A content validity ratio (CVR) is established by utilizing a formula

\[
\text{CVR} = \frac{ne - N/2}{N/2}
\]

where \(ne\) is the number of experts who mark an item as essential and \(N\) is the number of experts on the panel) to determine the extent to which experts agree that an item is essential. Items with a CVR score of .80 or higher are considered essential. After a
CVR has been established for each item, panel experts discuss each item with a CVR value less than .80 to determine whether the item needs to be deleted or the assessment needs to be revised to clarify the alignment to the item. Then, the assessments are revised and reevaluated using the same approach ensuring that each assessment item retained has attained a CVR of .80 or higher. This process for establishing content validity is undertaken each time an assessment is revised.

The process of establishing reliability is undertaken each semester, as necessary, to ensure that all clinical faculty utilizing the assessment to evaluate candidate performance have interrater agreement. Initially, all faculty who score a given assessment undergo interrater agreement and calibration training. This process includes each faculty member individually utilizing the assessment to score a common candidate work sample. Next, a facilitator records each individual faculty member’s scores on a score sheet without discussion. A value of 1 is entered for each item where there is 100% agreement among faculty on the score (absolute agreement). A value of 0 is entered for each item where faculty scored the sample at different levels (where agreement is not 100%). Then, the faculty engage in a discussion explaining why each individual scored each item as they did. For any item with an interrater agreement value of 0, the faculty reach a consensus on what the score should be given the scoring criteria. Then they establish a “rule” for grading for that item to ensure that everyone grading that item knows the appropriate score and how to grade on that item. The rules are recorded and distributed to each faculty member. Then, the process is repeated using a new common student work sample until the raters reach a minimum of 80% agreement on the assessment ratings for the assessment. To calculate the percentage of agreement, the number of times the raters agree on the same data item is summed and divided by the total number of data items. Following the interrater agreement and calibration training, an interrater reliability session is conducted with each assessment. This process involves having each faculty member who scores the assessment, individually score a common student work sample. Scores assigned by each faculty member are recorded by the facilitator and the resulting data is used to establish a reliability coefficient (using Cohen’s Kappa Statistic or other acceptable process determined by researcher) for the assessment. In this way, reliability is established for each assessment.

The program reports generated during the process described above are aligned to the assessment areas and program reports required by EPSB and the EPP wide reports required by CAEP. The EPP has continued improving and strengthening its processes used for program assessment to meet CAEP requirements and standards.

II. Program Experiences

a. Program Courses/Experiences —
   Each individual program includes core content courses designed to provide candidates with the knowledge they need to teach effectively in the specific discipline and grade level for which they are seeking certification or pursuing advanced study. The content core for the Add Certification in Elementary Education (P-5) program is included in the
Eastern Kentucky University College of Education

linked chart. See Elementary Education – Certification Only Course Inventory linked at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

Candidates adding Elementary Education through the certification only program take the appropriate courses from the Elementary Masters of Arts in Teaching preparation program. The MAT programs at EKU share a common professional core of courses designed to provide candidates with the foundational knowledge upon which to build professional knowledge, dispositions, and skills necessary for success in their specific disciplines and grade levels. These courses consist of both professional education courses and clinical courses wherein candidates practice the skills and concepts learned in the professional courses in clinical settings.

In January 2016, the Master of Arts in Teaching (MAT) degree program moved the 25 credit hour professional education core and several concentrations under that degree, including Elementary Education, 100% online. While these degree concentrations and courses are now online, clinical coursework still occurs in a residential school setting. The advantages of online course programming are many. Students can complete course assignments while working full time. Certification only candidates receive the same level of professional education courses and experiences as traditional degree candidates. In addition, courses can more frequently be taught by lead, full-time faculty of the Program. Lead faculty, supported by EKU’s Instructional Design Center, design all courses. Then, courses are approved through an internal course review process and the university’s Quality Matters program. Quality Matters’ quality assurance processes are designed to certify the design of online and blended courses. This is a more rigorous review process than occurs for face-to-face programs. We feel that the result is a very streamlined, yet comprehensive, set of courses that lead to licensure and degree completion.

i. Admission criteria –

Candidates seeking this certification must hold initial teaching certification. Candidates without prior graduate coursework must –either– have earned an undergraduate GPA of 3.0 or higher overall or have earned a GPA of 3.25 or higher in the last 30 hours –or– candidates must submit acceptable GRE exam scores. For candidates seeking an add certification program, either in addition to an MAED degree or as a stand along program, a transcript review with the Graduate Coordinator at the time of admission is mandatory to write a prescriptive curriculum contract. This transcript analysis and prescriptive curriculum ensures that add certification candidates complete the same or similar subject specialization coursework as do those seeking the same degree at the undergraduate level or in the MAT program. If the candidate hasn’t already successfully completed a required course with a grade of “C” or higher, the course is added to the prescriptive contract. A formalized copy of the finalized curriculum contract, signed by the Graduate Coordinator, candidate, and candidate’s advisor become the official program of study with the EPP (See
Eastern Kentucky University College of Education

Elementary Education Certification Only Curriculum Guide. This document is reviewed each semester by the advisor and candidate to discuss progress, look at course availability and program tracking, and take care of routine advising questions.

ii. Clinical/Professional Experiences –
Candidates admitted to an add certification program in Elementary Education complete four methods courses (ELE 821, ELE 823, ELE 824, and ELE 825) with 80 hours of embedded clinical experiences. These courses are housed in the EPPs approved Master of Arts in Teaching (MAT) degree for initial licensure. Therefore, Elementary Education certification only candidates receive the same preparation as do candidates seeking initial licensure. Candidates prepare teaching units for each of these courses and are required to actively teach lessons in an elementary level classroom under the direction of a clinical cooperating teacher.

In addition, candidates must complete an advanced licensure curriculum course with 15 embedded hours (ETL 803 or EMS 850) that requires them to prepare a unit of study and be observed teaching a lesson from the unit. The course instructor serves as the Clinical Supervisor for all clinical experiences. Candidates may receive additional embedded clinical hours if their prescriptive program requires SED 800 Exceptional Learners in Regular Classrooms which includes 40 embedded clinical hours.

iii. Exit requirements –
Candidates seeking to add a certification or extension must complete the listed coursework on the curriculum contract, earning a 3.0 GPA on a 4.0 scale with no grade lower than C. In addition, candidates seeking licensure in Kentucky must complete the appropriate PRAXIS content exam(s).

iv. Kentucky Performance Standards
1. Kentucky Teacher Standards (KTS) – All advanced teacher preparation programs are aligned to the Kentucky Teacher Standards-Advanced as indicated in the Program Assessment Charts for each program and program syllabi for professional, clinical, and content core courses. Syllabi also indicate alignment to the appropriate SPA standards. Program assessments, including the key assessments that are collected in the professional core and clinical courses taken by all MAT candidates, measure performance on indicators directly aligned to the Kentucky Teacher Standards-Advanced, CAEP, and InTASC standards. Please see Elementary Education Certification Only Program Review Assessments linked at http://epsb-caep.eku.edu/epsb-program-reviews.

2. Kentucky Academic Standards (KAS) - Content-focused and pedagogy courses are aligned with both PRAXIS content expectations and Kentucky Academic Standards
Advanced. Faculty across the university who prepare our teacher candidates have also had training related to the Kentucky Academic Standards. From an instructional point of view, this prepares faculty to embed content and instruction appropriate for developing candidates’ proficiency with those standards.

For Elementary Teaching, the program of study is longer (30 - 44 hours) to assure both content knowledge and pedagogy are obtained. Elementary concentration candidates complete a series of progressive content and pedagogy courses in addition to the professional core. Courses hub with clinical experiences to ensure candidates have a direct link between theory and practice. In elementary teaching, for example, candidates complete a methods of instruction course in each of the four content areas (Language Arts, mathematics, science, and social studies). They also complete an Integrated Thematic Teaching course and Integrated Arts, Humanities, and Practical Living course. Both require candidates to unify concepts and themes into instruction.

In addition, candidates have extensive instruction in deconstruction and accessing, reviewing, and planning instruction based on data aligned to the standards (Key Assessments 3, 5, 6); in utilizing the Kentucky Academic Standards- Advanced to establish learning targets and goals for students (Key Assessments 3, 5, 6); and in designing, adapting, and modifying both assessments and instruction to align with the Kentucky Academic Standards (Key Assessments 3, 5, 6). Through these programmatic expectations, candidates develop knowledge in the content areas as well as build capacity as educators who know how to use the standards to impact instruction.

The Elementary Education Certification Only program assesses content knowledge through GPA and through the PRAXIS exam(s). In addition, our key assessments require that students apply expectations of KTS 1: Demonstrates Applied Content Knowledge. This they do in various contexts and environments: through course-level assessments, in lesson planning and design, and in clinical experiences. Those course level assessments impact candidates’ GPA, which is one of the measures that the EPP uses to determine programmatic success in this area. Several key assessments directly link to candidates’ demonstrated content knowledge through KTS 2: Designs and Plans Instruction and KTS 5: Assesses and Communicates Learning Results as well. When candidates carefully align their standards-based learning goals with both assessment and instruction, they demonstrate a thorough understanding of the Kentucky Academic Standards.

Programmatic-level assessments, such as Key Assessments that measure KTS 1, 2, and 5 (e.g., Key Assessments 3, 5, 6), provide evidence of our teacher candidates’ success. While PRAXIS does not directly align to Kentucky Academic Standards-Advanced, it does establish baseline content knowledge for teacher educators, and our EPP also uses that measure to evaluate candidates’ preparedness and depth of knowledge.
3. Kentucky P-12 Curriculum Framework and Kentucky P-12 Assessment System – Candidates use KTIP documents and templates for planning, designing, implementing, and reflecting. They use the Sources of Evidence lesson planning tool in multiple courses, including EGC 830, ELE 820, ELE 822, and methods (ELE-level), to name a few. They use the KTIP post-observation document in methods and practicum. They utilize the Professional Growth Plan in their methods courses as well. In addition, candidates use templates to assess, diagnose, and prescribe, and they use EPP-prepared documents and online portfolios to organize units, document learning, and differentiate instruction for learners. Our candidates utilize these documents and implement many of these designed tasks in their clinical experiences as well, beginning in ELE 820 all the way through ELE 827.

4. Candidate use of formative and summative assessments – Candidates in the Elementary Education Certification Only program have typically learned to use formative and summative assessments in their original certification program. They continue to deepen their understanding of assessment with their methods and practicum experiences, where they situate lessons and formative assessments designed for elementary aged students within a larger unit context, thereby realizing the role of summative assessments and of students’ self-assessments. Candidates’ experiences in their clinical settings are vital to their understanding of assessment and the role it plays in instruction, as they only fully realize the impact of assessment on teaching and learning when they experience balanced and ongoing assessment in real classrooms with real students. Key Assessments 3, 5, 6, demonstrate and directly measure candidates’ proficiencies with assessment and their ability to use assessment to evaluate both teaching and learning.

v. SPA Alignment – All advanced professional education programs for teachers are aligned to KTS, InTASC, ISTE Standards for Teachers, and CAEP. The add certification in Elementary Education P-5 program is also aligned to ACEI, ILA, NCSS, NCTM, and NSTA Standards. See Elementary Education Certification Only SPA Alignment chart at http://epsb-caep.eku.edu/epsb-program-reviews.

III. Evidence of Field/Clinical Partnerships
Candidates in the Elementary Education Certification Only program complete clinical experiences during methods courses where embedded clinical experiences are required. EKU university supervisors, working in the placement districts, make recommendations based on their experiences collaborating with the district cooperating teachers and principals. EKU faculty working in the field with student teacher supervision and methods clinical supervision make recommendations based on experiences working with effective teachers. The EPP maintains partnerships with nearly 30 districts as evidenced by the attached document including the MOAs with our partnering districts.
Madison County Public Schools, with district offices in Richmond, Kentucky is our closest partner at the main campus of EKU. As with all districts partnering with the EPP for clinical placement Eastern Kentucky University has a formal Memorandum of Agreement to work with Madison County Schools as well as a Memorandum of Understanding between the superintendent and EKU office of clinical experiences. Madison County and the Office of Clinical Experiences work together to provide classroom settings for a range of clinical experiences, from the introductory guided experiences to more advanced professional semester and the full year residency placements. Madison County administrators and school leaders, along with leaders from partnering districts, serve on the Educator Preparation Advisory Committee, an advisory group that meets three times each year to review program data, clinical experiences, and proposed revisions to programs or clinical experiences, and work together for continuous improvement of candidate preparation.

Representatives from Eastern Kentucky University, Madison County Public Schools, Corbin Independent School District, and several other partnering districts serve on the Educator Preparation Advisory Committee and provide expertise on preparation program recommendations. Some of these highly qualified public school partners also often serve as adjunct professors for certain courses, which gives them another perspective and builds on the working relationship between EKU and these districts.

IV. Syllabi – Professional Education
Syllabi for the Professional Education Courses in the Elementary Education P-5 Certification Only program are linked at http://epsb-caep.eku.edu/program-review. See Course titles for Syllabi under Elementary Education Certification Only.

V. Program Faculty Matrix
Information for all program faculty is included in the Faculty Matrix chart at http://epsb-caep.eku.edu/program-review.

VI. Curriculum Contract/Guidesheet
The planned programs include the admission criteria, required coursework, and exit criteria including the Praxis Licensure Exam disclaimer. The guide for Elementary Education Certification Only is linked under Elementary Education P-5 Certification Only at http://epsb-caep.eku.edu/program-review.