## PROGRAM REVIEW DOCUMENT

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Director of Pupil Personnel Services</th>
</tr>
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<tbody>
<tr>
<td>Certification Level:</td>
<td>P-12</td>
</tr>
<tr>
<td>Degree/Award Level:</td>
<td>Certification Only (with KDP1, KDP2)</td>
</tr>
<tr>
<td>Delivery Modes:</td>
<td>Online</td>
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<tr>
<td>Catalog URL:</td>
<td><a href="http://catalogs.eku.edu/sites/catalogs.eku.edu/files/files/2017-18%20Graduate%20Catalog.pdf">http://catalogs.eku.edu/sites/catalogs.eku.edu/files/files/2017-18%20Graduate%20Catalog.pdf</a> (p.70)</td>
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<tr>
<td>Program Codes:</td>
<td>1915, 1946, 3877, 4449</td>
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<tr>
<td>EPP Submission Coordinator:</td>
<td>Dr. Faye Deters \ 859-622-2159 \ <a href="mailto:Faye.deters@eku.edu">Faye.deters@eku.edu</a></td>
</tr>
<tr>
<td>Option 6 Program Coordinator:</td>
<td>Dr. Margaret Moore \ 859-622-1830</td>
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</table>
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 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. 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. 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, a process for establishing construct and content validity and reliability is followed. 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 serve effectively in the
specific role for which they are seeking certification or pursuing advanced study. The DPP Level I program is embedded with the Education Specialist Degree. The content core for the Director of Pupil Personnel program is included in the linked chart. See Director of Pupil Personnel Course Inventory linked at http://epsb-caep.eku.edu/epsb-program-reviews.

The Department of Education Leadership and Counselor Education (ELCE) Education Specialist program, which the DPP certification is a part of, is designed to meet the needs of working professionals who want to obtain leadership credentials. The program is 100% online with courses available in 8 week/ 16 week terms. As part of the EPP’s eCampus programs, candidates are guaranteed small student to teacher ratios, 24/7 technology support, faculty and staff advisors and university support services to ensure learning outcomes are maximized (e.g., NOEL Studio Online Writing Mentoring, SmartThinking.com, etc).

The Director of Pupil Personnel program contains Level I and Level II courses with multiple pathways to certification. In Level I, there are eight (8) core courses (see Appendix A), and two (2) advisor approved electives for a total of 30 credit hours for Level I. The core courses chart contains course description, field experiences, key assessments, and related leadership dimensions for beginning education administrators. In addition to the core leadership courses, the candidate must take 2 courses specific to the DPP program. A capstone project, consisting of key assessment 4, is included in EAD 854 (Change and Fairness for Learning). Candidates will have their capstone projects reviewed by a panel of practitioners and program faculty in order to exit the level I program successfully.

Level II consists of an internship and one additional school system course for candidates who have obtained their first leadership position. By building the internship into the program, the department and districts can collaborate on mentoring and coaching beginning district level leaders. The interns participate in seminars (monthly or as needed) to assist them in various duties of a district pupil personnel director. Faculty, special speakers, or district representatives conduct these seminars. Interns in Level II are also encouraged to participate in KDE, Education Cooperative, and KASA offered DPP induction programs. The department believes that the Level II Internship provides support for new district level administrators, as faculty have assigned time to devote to the development of the interns.

To meet all of the requirements for the internship courses, candidates’ mentors and program faculty develop an individualized program for those who have not secured their first leadership position.

EKU’s College of Education Department of Education Leadership uses curriculum guides (linked on the program display) as the primary method to communicate program details with each student and candidate. The EPP also uses DegreeWorks, an online tracking
program which serves as the digital curriculum planner for each program of study. Both are reviewed by faculty and staff advisors. All online programs have a dedicated Blackboard portal site that contains information specific to registration (i.e., course schedule trackers, registration CRN’s, semester and term information, etc.). Each student is assigned a faculty advisor and a staff assistant advisor to monitor course progress, help with selection of electives, provide reminders, advise candidates regarding PRAXIS exams requirements, and ensure appropriate paperwork is reviewed and submitted at the correct time for licensure and/ or certification changes.

**Program options/ pathways for certification include:**

**EdS Degree (traditional & Option 6) Level I Certification**
The program of study will consist of 10 courses:
Core* (24 hours) EAD 827, 828, 851, 852, 853, 854, 856, SSE 870
Electives (6 hours) Choose 2 elective courses (6 hours) from the following:
EAD 807, 808, 821, 849, 857, 858, 859, 896, or EMS 850

**Certification Only: (Non-Degree—traditional & Option 6)**
EAD 808, 821, 849, EAD 851 and EAD 856 (15 hours)
(Level I principal courses or certification required)

**Certification Only: (Non-Degree—Rank I)**
EAD 808, 821, 849, EAD 851 and EAD 856 (15 hours)
Electives: Choose 5 elective courses (15 hours) from advisor approved advanced Education Leadership course content. See Rank I handbook. (Level I principal courses or certification required)

**EdD Degree (traditional & Option 6)**
EAD 808, 849, EAD 851 and EAD 856 (12 hours)
(Level I principal courses and/ or certification required)

**DPP Level II Certification**
EAD 821, EAD 849 (6 hours)
(Level I DPP courses and/ or certification required)

i. Admission criteria –
1) Candidates have a master’s degree (verified by the Graduate School),
2) Candidates have three (3) years’ documented teaching experience in a school (verified from the EPSB web site or by the district) which meets state performance standards (KRS 156.160),
3) Candidates provide a one-page statement indicating their professional objectives and their desire to become a principal,
4) Candidates provide a statement of support from a school district (superintendent or designee) guaranteeing a practicum experience in which
the candidate will have opportunities to observe and participate in school and
district leadership activities. Further, candidates have access to school and
district information and data (see Memorandum of Agreement).

5) Candidates provide a written statement (a self-assessment) documenting
their skills and understanding of the following:
   a. Ability to improve student achievement,
   b. Leadership, and
   c. Advanced knowledge of curriculum, instruction, and assessment.

6) The candidates’ principal (or designee) will provide a written statement
indicating the level of understanding the candidates have in the areas of:
   a. Ability to improve student achievement,
   b. Leadership, and
   c. Advanced knowledge of curriculum, instruction, and assessment.

7) Candidates must meet the Graduate School criteria as follows:
   a. Completed master’s degree
   b. Submitted official transcripts from all degree-granting institutions,
   c. Paid the application fee (presently it is $35.00), and
   d. Completed and submitted the Graduate School application.

ii. Clinical/Professional Experiences –
   The department uses clinical/ field experiences to assess candidate’s knowledge and
skills to advocate, nurture, and sustain a school culture that promotes high levels of
learning for all students. A short description of the clinical/ field experiences is
outlined below. Each clinical activity is assessed through use of a department
developed rubric with and the results are stored in TaskStream for review by faculty
to determine if a student is ready to move forward. These data can be used for both
formative and summative assessment.
   • Admissions – The Admissions Panel scores, with a rubric, the written statement
that documents candidate’s ability to improve student achievement, leadership,
and knowledge of curriculum, instruction and assessment.
   • In the first semester, in a course, EAD 851 (Assessment for Learning), candidates
complete Key Assessment 1. This assessment requires candidates to gather
data, analyze it, and prepare reports for a governing body. Faculty use rubrics
to score the assessment with results entered in Task Stream for program
analysis.
   • During the second semester of the program, candidates complete Key
Assessment 2 (Securing and Developing Staff) in EAD 852 (Human Resources
Leadership). This field activity requires candidates to develop a plan for hiring
faculty. In addition, candidates create a professional development plan at the
school level based on the school improvement plan and related instructional
needs for the identified school. Faculty use rubrics to assess these field activities
and enter the results into Task Stream.
   • During the fourth semester, candidates complete a course, EAD 853 (Conditions
for Learning), in which Key Assessment 3 (Building Culture and Community) is
an assignment. Candidates complete a climate/culture assessment and report
the findings to the appropriate stakeholders. In addition, candidates analyze the student disciplinary records for any patterns, common misbehaviors, etc. and make recommendations for change to the principal and SBDM council. Faculty use rubrics to score these field activities and enter the results into TaskStream.

- During the fifth semester, candidates complete the capstone project in EAD 854 (Change for Fairness for Learning) which is Key Assessment 4. This is the culminating project with a focus on student learning. Further, candidates work with special needs students for five (5) hours. A panel of faculty and practitioners score the capstone document and presentation.

Taken together, these activities provide candidates with knowledge and skills to nurture and sustain a culture focused on student learning. Further, the progress that candidates are making can be checked by faculty through the assessment of the field activities that are stored in Task Stream.

iii. Exit requirements –
Candidates must pass the 8 courses (including all 4 key assessments) for level 1 certification. These courses include the capstone project that is described in this document. The capstone project is aligned to the Leadership Continuum Standards. Candidates present the capstone projects to a panel of program faculty and superintendent designees. The panel assesses the capstone project, which has been entered in Task Stream and evaluated based on the rubric. Candidates receive feedback based upon the items in the rubric.

At the end of Level I, candidates must successfully pass the Kentucky Specialty Test of Instructional and Administrative Practices (KYPT) and the School Leadership Licensure Assessment (SLLA) to receive certification. ETS administers the KYPT and SLLA and the results of these tests are maintained in a database (Banner), which enables the Assessment Committee to obtain reports of the subcategories for each test. These results are used in the preparation of a summary report entered into TracDat annually.

III. Evidence of Field/Clinical Partnerships
The EPP maintains partnerships with nearly 30 districts as evidenced by the MOAs with our partnering districts. Madison County Public Schools, with district offices in Richmond, Kentucky is our closest partner at the main campus. 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
Eastern Kentucky University College of Education

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 Director of Pupil Personnel program are linked at http://epsb-caep.eku.edu/program-review. See Course titles for Syllabi under Director of Pupil Personnel.

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 guides for Director of Pupil Personnel are linked under Director of Pupil Personnel at http://epsb-caep.eku.edu/program-review.
EdS Degree and Certification requirements for Principal, Supervisor of Instruction and DPP certificates.

The Supervisor of Instruction program prepares instructional supervisors for district-wide leadership. Initial certification for supervisor of instruction requires completion of an approved master’s degree, the courses required for Level I principal certification, and three years of teaching experience.

**Supervisor of Instruction** ................................................ 15 hours
EAD849, 859, EAD 851, EAD 856, and EMS 850
(Level I principal courses required.)

The Director of Pupil Personnel Services program prepares directors and assistant directors of pupil personnel services for school district-wide leadership. Initial certification for director of pupil personnel services requires completion of an approved master’s degree, the courses required for Level I principal certification, and three years of teaching experience.

**Director of Pupil Personnel Services** .............................. 15 hours
EAD 808, 821, 849, EAD 851 and EAD 856
(Level I principal courses required.)

**PROGRAM REQUIREMENTS for the EdS Degree**
The program of study will consist of 10 courses:

**Core** ……………………………………………………………….. 24 hours
EAD 827, 828, 851, 852, 853, 854, 856, SSE 870

**Electives** ……………………………………………………………….. 6 hours
Choose 2 elective courses (6 hours) from the following:
EAD 807, 808, 821, 849, 857, 858, 859, 896, or EMS 850

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### EdS. Program Requirements Matrix

<table>
<thead>
<tr>
<th>Instructional Leadership Programs</th>
<th>Principal</th>
<th>Instructional Supervisor</th>
<th>DPP</th>
<th>Superintendent</th>
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<tbody>
<tr>
<td>EAD 851-Assessment for Learning</td>
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<td>EAD 856-Learning for At-Risk Students</td>
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<td>EAD 827-Resources for Learning</td>
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<td>EAD 854-Change and Fairness for Learning</td>
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<td>SSE 870-Principles of School Safety</td>
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<td>EAD 859-Instructional Planning for Student Learning</td>
<td>EAD 808-Administration, Pupil Personnel</td>
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<td>EAD 857-Internship I</td>
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<td>EAD 858-Internship II</td>
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<td>EAD 839-The Superintendent</td>
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<td>EAD 849-School Systems Administration</td>
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EdS Degree and Certification requirements for Principal, Supervisor of Instruction and DPP certificates.

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<th>EAD 859-Instructional Planning for Student Learning</th>
<th>EAD 879-Systems for Change</th>
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**Ed.S. Program Requirements Matrix Continued**

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<th>Instructional Supervisor</th>
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<td>EAD 849-School Systems Administration</td>
<td>EAD 821 DPP Practicum</td>
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<tr>
<td>EAD 858-Internship II</td>
<td>EMS 850-Curriculum Development and Supervision</td>
<td>EAD 849-School Systems Administration</td>
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</table>

Superintendent certification requires two years of administrative experience.

Note: The electives highlighted in yellow are recommended for the EdS degree as they will allow you to be certified for Level 1 principal, supervisor of instruction and DPP.